DOCUMENT RESUME

ED 127 600 CS 002 916

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TITLE	A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IV. Reading Difficulties.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE	Sep 76
CONTRACT	NEC-400-75-0029
NOTE	66p.; For related documents see CS002913-CS002915, CS002917-CS002921
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Annotated Bibliographies; *Disadvantaged Youth; Dyslexia; Elementary Education; *Exceptional Child Education; Language Development; Language Handicaps; Learning Disabilities; Negro Dialects; *Reading; *Reading Difficulty; *Reading Instruction; Reading Programs; Reading Research; Reading Skills; Teaching Methods

ABSTRACT

This selective bibliography is one of nine documents compiled to provide titles and descriptions of useful and informative reading documents which were indexed into the ERIC system from 1966 to 1974. The 115 entries in this section of the bibliography concern reading difficulties and are arranged alphabetically by author in one of the following six subcategories: disadvantaged youth, dialect, bilingualism, learning disabilities, mentally handicapped, and retarded readers/slow learners. Author and subject indexes conclude the document. (JM)

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A Selective Bibliography of ERIC Abstracts for the Teacher of Reading, 1966-1974; IV. Reading Difficulties

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CS 002 916

Published September 1976

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the International Reading Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the International Reading Association or the National Institute of Education.

Introduction

One of the primary goals of the National Institute of Education and the Educational Resources Information Center (ERIC) is to transform the information found in the ERIC system into a format that will be useful to the classroom teacher, the administrator, and the curriculum developer. Such is the goal of this bibliography, which brings together titles and descriptions (abstracts) of useful and informative reading documents that were indexed into the ERIC system during the years from 1966 to 1974.

Using the descriptors Reading, Reading Research, and Reading Instruction, a computer search was made of the ERIC data base. Of the 5000 documents that were obtained through the search, 3000 entries were in the system at Level I or Level II, that is, were available on microfiche or in hard copy, a photographically reproduced, paper booklet. Each of these 3000 entries was considered for inclusion in the bibliography.

To aid in the selection of items for the bibliography, nine criteria were developed:

1. The study contributes to the profession through the use of constructive research procedures.
2. The information adds to current understanding of the reading process.
3. The document helps the teacher with realistic suggestions for classroom practices.
4. The study indicates trends for the teaching of reading; organizational patterns; methodology; and/or materials.
5. The document helps teachers to apply theories of learning to the teaching of reading.
6. The study clarifies the relationship of reading to other disciplines, such as linguistics and psychology.
7. The study leads to understanding special problem areas in teaching reading.

8. The document helps teachers to build curriculum or gives guidance in planning lessons.
9. The document will help readers to understand the state of the profession or the professionalism in the teaching of reading.

The criteria were reviewed and refined by Robert Emans, University of Maryland; Robert Bennett, San Diego (California) School District; Richard Hodges, University of Chicago; William Powell, University of Florida at Gainesville; Charles Neff, Xavier University; and Joanne Olsen, University of Houston.

In order to be included in the bibliography, a document had to meet at least four of the nine criteria. Of the 3000 documents evaluated, 1596 were able to satisfy the requirements and were included. This section of the bibliography, Reading Difficulties, has 115 entries. Other categories are:

1. Reading Process (280 entries)
2. Methods in Teaching Reading (190 entries)
3. Reading Readiness (131 entries)
4. Reading Materials (245 entries)
5. Adult Education (201 entries)
6. Tests and Evaluation (231 entries)
7. Reading in the Content Area (94 entries)
8. Teacher Education (109 entries)

Subcategories were organized within each major category, and items were put into alphabetical order by author. Entries were then given numbers consecutive throughout the nine separate sections, and an author index and a subject index were prepared for each section. The subject indexes were prepared using the five major descriptors which were assigned to each document when it was indexed into the ERIC system. In both the author and the subject indexes, each item is identified by its ED (ERIC Document) number and by the consecutive number assigned to it in the bibliography.

Two other bibliographies are available which reading educators may find useful. They differ from this bibliography in that they are comprehensive rather than selective. Both of these publications include all the reading documents entered into the ERIC system by ERIC/RCS and by ERIC/CRIER. They are Recent Research in Reading: A Bibliography 1966-1969 and Reading: An ERIC Bibliography 1970-1972; both were published by Macmillan Information.

READING DIFFICULTIES

I. Disadvantaged Youth

II. Dialect

III. Bilingualism

IV. Learning Disabilities

V. Mentally Handicapped

VI. Retarded Readers/Slow Learners

Disadvantaged Youth

602. Amble, Bruce R.; and others. Phrase Reading Training with Disadvantaged Students: Four Exploratory Studies, 1967-68. St. Ann, Mo.: Central Midwestern Regional Education Laboratory, 1968, 19p. [ED 085 686]

The purpose of these four studies conducted during the 1967-68 academic year was to use the phrase reading programs in an exploratory manner with disadvantaged youth. Study 1 was an investigation of phrase reading development training with incarcerated male delinquents. There were 15 control subjects and 17 experimental subjects. The subjects in the reading program had about 5000 practice phrases from the primary and intermediate phrase reading development film series. The results indicated that the phrase reading group made about two years average gain in reading, and the control group failed to make any substantial progress. Study 2 was an investigation of phrase reading training with fourth grade children from a socially and culturally restrictive background. The phrase reading was incorporated as part of the regular language arts curriculum. The subjects had about 5000 practice phrases and gained about one year in reading from pretest to posttest. Study 3 investigated phrase reading training with ninth grade students designated as slow learners. The results indicated negligible results for the group's reading skills. Study 4 investigated phrase reading training with educably handicapped junior high school students. As a group, they made no significant improvement in reading levels.

603. Anderson, Robert M., ed.; and others. Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional. Springfield, Ill.: Charles C. Thomas, Publisher, 1969, 304p. [ED 032 672. Document not available from EDRS. Available from Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Ill. 62703]

Designed as a reference for general educators, a resource book for teachers of the disadvantaged and exceptional, a textbook, a tool for administrators, and a resource for librarians, the book contains a list of instructional resources which the authors or experienced others had used with positive impression, plus recent materials. An introduction precedes the entries which are arranged by the following subjects: math; reading and English; listening and speaking; writing and typing; spelling; social studies; science; health, safety, and sex education; occupational education and work study; driver education, physical education and motor learning; art; music; crafts; home arts; industrial arts; and curriculum. For each entry, the title, author, type of material, interest level, source, difficulty, and a description are given. Lists of references and of publishers are included.

604. Berg, Paul C.; George, John E. Bold Action Programs for the Disadvantaged: Elementary Reading. Highlights of the 1967 Pre-Convention Institutes. Newark, Del.: International Reading Association, 1968, 62p. [ED 073 450. Also available from International Reading Association ($1.75 nonmember, $1.50 member)]

The following five characteristics of successful reading projects for the disadvantaged are discussed as a basis for appraising ESEA/Title I programs: (1) a child need-centered emphasis, (2) provision for teacher education, (3) use of multidisciplinary and paraprofessional personnel, (4) parent involvement, and (5) evaluation procedures. Current reading programs at the preschool, primary, and intermediate levels, operating primarily in Detroit and Los Angeles, are described. They involve comparisons of methods, the use of lay aides and reading consultants, communication skills and summer study centers, teacher training, language experience enrichment, and use of phonetic materials. The personal social, and learning characteristics of the disadvantaged child are described; some current materials are evaluated; and recommendations for developing superior instructional materials for the disadvantaged are made. Finally, children's books dealing with nonwhite minorities are analyzed under the categories of folktales, biographies, and books about minority problems and character depiction. References and a bibliography of children's books are included. (This document previously announced as ED 028 032.)

605. Bernstein, Melvin A. Modification of the Reading Process by Behavioral Techniques. Final Report. Washington, D.C.: National Center for Educational Research and Development (DHEW/CE), 1971, 50p. [ED 053 905]

Behavior modification techniques were used in teaching reading to 181 disadvantaged black third graders. Students were divided into four groups--traditional reading with and without intermediate awards (chips with which they could purchase personal awards) and programed reading with and without intermediate awards. The Sullivan Remedial Reading Program was used for the programed reading groups. Students were pretested and posttested on the Metropolitan Achievement Tests to compare reading achievement. Data indicated (1) that the traditional reading group with rewards did significantly better than the programed reading group with rewards, and (2) that groups with rewards did significantly better than groups without rewards. An interaction effect was found which suggested some reward intrinsic to programed reading. Posttest deterioration of traditional reading students not receiving intermediate rewards was observed. The implications of the study for instructional approaches are discussed at length. Tables, an extensive bibliography, and a list of activities students chose to exchange for chips are included.

606. Bruininks, Robert H.; and others. Psycholinguistic Abilities of Good and Poor Reading First Grade Disadvantaged Pupils. IMRID Papers and Reports. Nashville: George Peabody College for Teachers,

Institute on Mental Retardation and Intellectual Development; 1969, 11p. [ED 043 720]

This study, sponsored by the National Institute of Child Health and Human Development (NIH), contrasted the psycholinguistic abilities of good and poor readers from disadvantaged backgrounds after completion of the first grade, using the Illinois Test of Psycholinguistic Abilities. It was predicted that disadvantaged children classified as poor readers would be significantly inferior to those identified as good readers on measures of psycholinguistic ability. The subjects were selected from a population of disadvantaged first-graders in Nashville, Tennessee. One group of subjects was taught to read using the initial teaching alphabet, the other, using traditional orthography. The subjects were divided into poor readers or good readers, depending upon their scores at the end of first grade on the Metropolitan Achievement Tests. It was found that the prediction that poor readers would be significantly inferior to good readers on psycholinguistic abilities was partially supported; however, some findings were not consistent. These might be attributed to salient differences between the two reading methods. The results suggest the presence of general deficits in the auditory receptive and vocal expressive abilities of poor reading children. It appears that remediation exercises for such children should focus principally upon improving these abilities in both the syntactical and automatic aspects of language.

607. Carter, John L. Follow-up Study of the Effects of a Language Stimulation Program upon Negro Educationally Disadvantaged First-Grade Children. Final Report. Houston: Houston University, 1969, 25p. [ED 035 714]

In this study sponsored by the USOE Bureau of Research, thirty-two pairs of disadvantaged black first-grade children were matched on mental age (MA), chronological age (CA), intelligence quotient (IQ), and language age (LA). One of each pair was randomly assigned to be the experimental group, while the other formed the matched pair of the control group. A language stimulation program consisting of one hour per day for a twelve-week period was administered to the experimental group. A posttest was administered immediately following termination of treatment, eighty weeks after, and 124 weeks after. The immediate gains in IQ, MA, and LA were maintained. Although there were no differences in reading immediately following treatment, differences were present at both 80 and 124 weeks later. It appears that, due to language treatment, the experimental group made significant gains and maintained them, developing parallel to the control group and always ahead.

608. Carter, John L. The Long Range Effects of a Language Stimulation Program Upon Negro Educationally Disadvantaged First-Grade Children. Final Report. Houston: Houston University, 1967, 35p. [ED 013 276]

The short- and long-range effects of a language stimulation program on the linguistic ability and intelligence of educationally disadvantaged first-grade black children were studied. Subjects were randomly placed in experiments (E) and control (C) groups of thirty-two pupils matched on standardized pretest batteries which determined their language and mental ages. They also were matched by sex and social class. The E-group received the first forty lessons in the experimental edition of the Peabody Language Development Kit, whereas the C-group had no special treatment, but only participated in the testing program. Immediate posttesting with the pretest evaluation battery showed "very" significant gains by the E-group in IQ, mental age, and language age, but no difference in reading ability, except that girls consistently scored higher than boys. When the subjects were re-evaluated twenty months after the end of treatment, the E-group had maintained its gains in language, mental age, and IQ, although the absolute difference between groups diminished somewhat on language age scores. On this later evaluation the E-group also scored significantly high on two standard reading tests. The findings imply that the cumulative defect found among deprived children is not immutable, and that early stimulation programs can reverse the downward trends in their language and mental abilities. Studies of the most potentially successful practices for such a program and of its applicability to other groups are needed.

609. Cohen, S. Alan. Some Conclusions about Teaching Reading to Socially Disadvantaged Children and Youth. Paper presented at the New York State English Teachers Council Kiamesha Lake, New York, April 22, 1966, 8p. [ED 012 720]

Based on "cold data," some conclusions about the problems of teaching reading to socially disadvantaged children are listed and briefly discussed. Among them are the following: (1) most of these children are retarded readers, but they learn to read in spite of, and prior to the solution of, their psychosocial problems; (2) word attack skills including phonics should be part of the instruction in remedial reading programs for these children; (3) because they tend to be visual rather than auditory readers, they should be given linguistic-phonic instruction as early as beginning reading programs; (4) because these children have different learning styles, the content, level, and rate of their learning should be adjusted to meet their individual needs; and (5) teachers do not know about new and appropriate materials and methods for teaching these children.

610. Corrective Reading Programs, Wichita, Kansas: Model Programs. Childhood Education. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1970, 20p. Sponsoring Agency Name: National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C. [ED 045 785. HC not available from EDRS. Available from Superintendent of Documents, Government Printing Office (Catalog No. HE-5.220:20158, $0.20)]

Prepared for a White House conference on children, this report describes the corrective reading program of Wichita, supported in target areas by funds from ESEA Title I and considered an effective large-scale remedial program which operates in the public schools. Special classes are held in each school building in which the program operates, and a standardized system of referral has been set up. A number of schools not in the target area have adopted a similar approach, but are funded by the school district. Thus the concept of governmental grants as "seed money" has been realized. The program is noteworthy in the light of the students' reception of it--they regard participation in it as a privilege--and also in the light of its low cost--only $200 per pupil above Wichita's normal expenditure of $603 per pupil. The program focuses on corrective reading in the elementary and junior high grades rather than in the high schools, though the board of education has successfully experimented with multimedia learning laboratories at the high school level. Attention has also shifted to the lower graders, so that the second grade is now a major source of corrective pupils. A summer school is in operation. (For other booklets in the series, see ED 045 780-ED -45 784.)

611. Educating the Disadvantaged Child: Where We Stand. The 1972 Annual Report to the President and the Congress. Washington, D.C.: National Advisory Council on the Education of Disadvantaged Children (NACEDC), 1972, 49p. [ED 065 649. Also available from Superintendent of Documents, U.S. Government Printing Office ($0.50)]

This report is presented as a commentary on the previous year's administration of the programs for disadvantaged children, with recommendations for the future. NACEDC notes that 1.5 million fewer disadvantaged children are now being served due to the concentration guideline directing spending on fewer for maximum impact. At the same time it is known that the number of children living in school attendance areas with high concentrations of children from low income families is about twenty million--suggesting that about two-thirds needing Title I services are not receiving them. Recommendations in the report relate to state funds for compensatory education, Title I audits and enforcement, delivery of services, legislative proposals for State Advisory Council for Title I, Parent Involvement, desegregation, nonpublic school children, followthrough programs proposed by the Division of Compensatory Education, migrant programs, neglected and delinquent children in state institutions, the Right to Read program, and teacher training. In light of appeals by private school administrators and practitioners, a special section of the report is devoted to the special needs of private schools serving disadvantaged children.

612. Figurel, J. Allen, ed. Better Reading in Urban Schools. Newark, Del.: International Reading Association, 1972, 85p. [ED 066 720. Also available from International REading Association ($3.00 nonmember, $2.00 member)]

The papers included in this volume focus upon the reading problems faced by the child living in urban America. The scope of the papers encompasses such basic issues as, "Social Variation in Language: Implications for Teaching Reading to Black Ghetto Children," and, "The Training of Reading Teachers for the Disadvantaged." Other articles in this volume are, "The Effect of Training in the Cognitive Uses of Language Deficit of Disadvantaged Kindergarten Children," "Expanding Language Power of Young Black Children: A Literature Approach," "Reading Skills of Afros and Mexican-American Students," "i.t.a. as a Tool for Preventing Cumulative Language Deficit in Disadvantaged Children," "Influence of Nonstandard Dialect on Oral Reading Behavior of Fourth Grade Black Children under Two Stimuli Conditions," and "Implications of Some Current Issues and Practices for the Reading Teacher."

613. Fortenberry, Warren D. An Investigation of the Effectiveness of a Special Program upon the Development of Visual Perception for Word Recognition of Culturally Disadvantaged First Grade Students. Paper presented at the National Reading Conference, Atlanta, Ga., December 4-6, 1969, 10p. [ED 036 411. Document not available from EDRS. Available in Nineteenth Yearbook of the National Reading Conference, Appalation State University, Boone, N.C. 28607]

This study aimed at determining the effectiveness of visual perceptual training upon word recognition and subsequent reading achievement of the culturally disadvantaged first grader. Forty-eight pupils in two sections of the first grade of an elementary school in Louisiana tested the hypotheses that no difference would be revealed in the level of word recognition, in the level of reading achievement, and in the progress of reading achievement between two groups. The experimental groups received the Frostig program for the development of visual perception, and the control groups received the regular basal reader program. Results of tests generally supported the three hypotheses, indicating that the introduction of this particular type of program is not of lasting value. Conjecture was that the control groups eventually would not only maintain the pace of the experimental groups, but would surpass them. Indication was that habits could be introduced that would cause a continual setback for the culturally disadvantaged child. References are included.

614. Goodman, Yetta M. Longitudinal Study of Children's Oral Reading Behavior. Final Report. Dearborn: Michigan University, 1971, 104p. [ED 058 008]

Four black children's (two average and two slow readers) oral reading was taped at eight regular intervals during their second and third year of reading instruction in order to analyze their oral reading miscues and to discover any developmental changes. Retelling of stories read was also taped to measure comprehension. The miscues were analyzed using the Goodman Taxonomy of Reading Miscues. Attention was paid to phenomena of dialect and development on various levels of language. All subjects produced miscues, although average

readers produce fewer miscues than slow readers. The substitution miscues had a strong tendency toward some graphic and phonemic similarity and were often the same part of speech as the text word replaced. The miscues were also mostly semantically and, even more so, syntactically acceptable. The subjects tended to correct miscues which resulted in unacceptable structures, using selective strategies. Average readers used these strategies to a greater extent than slow readers and were more able to emphasize one strategy over the others while using all the language cue systems at the same time. There were developmental trends for many of the strategies, especially for the slow readers. Appendices, including the Goodman Taxonomy of Reading Miscues, and a bibliography, are included. The study was sponsored by the USOE Bureau of Research.

615. Gray, Gordon W.; Galloway, Elizabeth B. Teaching Language Arts Skills to Disadvantaged Children. 1972, 36p. [ED 072 454]

After a brief review of some of the literature in the teaching of language arts skills to disadvantaged children, suggestions for classroom activities are offered that lead to the following objectives: (1) listening skills--to develop the ability to perceive words, comprehend oral language, and evaluate information presented; (2) oral skills--to develop fluency in oral expression, provide opprotunities for oral expression, and develop skills needed in speaking; (3) composition skills--to develop the ability to express ideas, provide opportunities for written expression, and to develop the skills in written expression; and (4) reading skills--to develop basic word recognition skills and skills in reading comprehension, and to develop a love for reading.

616. Guinet, Lynne. Evaluation of DISTAR Materials in Three Junior Learning Assistance Classes. Vancouver, British Columbia: Vancouver Board of School Trustees, 1971, 22p. [ED 057 105]

The DISTAR program, evaluated mainly in terms of pupil achievement and teacher opinion, was generally considered to be successful. Teachers indicated through attitude questionnaires that the lessons were enjoyable, that the students had made reasonable progress and had learned useful skills, and that the material was good and easy to use. The scope of the evaluation was limited by the small size of the groups, differences between classes, and inadequate pretesting.

617. Hawkridge, David G.; and others. A Study of Further Exemplary Programs for the Education of Disadvantaged Children. Final Report. Palo Alto, Calif.: American Institute for Research in Behavioral Sciences, 1969, 181p. [ED 036 668]

The principal aims of this study, which was sponsored by the USOE Bureau of Research and Office of Program Planning and Evaluation, were to identify, select, analyze, and describe educational programs for culturally disadvantaged children from preschool through grade 12, which had yielded measured benefits of cognitive achievement.

A literature search (mainly through ERIC), and mail inquiries followed by telephone consultations, constituted the identification and selection process for the programs. Sixteen programs finally selected (situated in twelve urban areas in eight states) were visited on site, and as a result, five programs were eliminated. This report thus contains the descriptions of the remaining eleven programs, all meeting the criteria that no program was included unless data available indicated that pupils in the program had achieved statistically significantly greater gains on standardized tests than had controls, or had improved at a rate better than national norms. Programs described were mostly inner-city projects for black children, but two served mainly Mexican-Americans. Descriptions relate to the nature, operation, and results of each program. The report also includes detailed descriptions of the methods and procedures employed in the study. (For earlier studies of twenty-one similar programs in two sections, parts I and II, see ED 023 776 and ED 023 777, respectively.)

618. Labov, William; and others. A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. Volume I: Phonological and Grammatical Analysis. New York: Columbia University, 1968, 397p. [ED 028 423]

This study, sponsored by the USOE Bureau of Research, investigates the structural and functional differences between the non-standard black English of Northern ghetto areas (NNE) and standard English (SE). The major field work was done in central Harlem with (1) a geographically random sample of fifty pre-adolescent speakers in vacation day camps, (2) six pre-adolescent and adolescent peer groups in Harlem, studied in individual interviews and group sessions, and (3) a random sample of one hundred adults, in a middle-class area and two working-class areas. The linguistic analysis in this volume shows NNE related to SE by differences in low-level rules which have marked effects on surface structure. The -ed suffix, for example, is affected by rules of consonant cluster simplification; systematic variation of such clusters regularly differentiates past tense clusters from stem clusters, and also registers the strong effect of a following vowel in preserving the cluster. NNE is found to have no third singular -s or possessive suffix, but to have an intact plural -s. The absence of the copula is considered the result of regular phonological rules which remove single consonants remaining after contraction. A NNE negative concord rule distributes the underlying negative particle more consistently and to a wider range of environments than in white non-standard English. Repetition tests showed that many NNE speakers understand both NNE and SE forms, but produce NNE forms. (See ED 028 424 for Volume II.)

619. Labov, William; Robins, Clarence. A Note on the Relation of Reading Failure to Peer-Group Status in Urban Ghettos. New York: Columbia University, July 27, 1967, 18p. [ED 018 343]

A progress report of the cooperative research project concerning the effects of value systems upon school learning among ghetto club members is presented. Street group members considered school learning irrelevant to prestige within the group. They were concerned with toughness, smartness, trouble, excitement, autonomy, and fate. Full participation meant complete involvement with the values and activities of the group. The academic records of seventy-five preadolescent and adolescent boys who were nonmembers of street groups indicated that some were below, some were within, and others were beyond grade level in accomplishment. Learning was taking place. Reading among forty-three street group members showed a regular distribution around a single mode, three years behind grade. There were many dropouts. Overall findings indicated that cultural conflict was responsible for reading failure. Suggestions for continuing study include the introduction of a cultural intermediary classroom to develop techniques for cross-cultural cooperation.

620. Language Programs for the Disadvantaged. The Report of the NCTE Task Force on Teaching English to the Disadvantaged. Champaign, Ill.: National Council of Teachers of English, 1965, 320p. [ED 036 506. HC not available from EDRS. Available from National Council of Teachers of English (Stock No. 03604, $3.25 nonmember, $2.95 member)]

This report of a survey, undertaken by a task force of the National Council of Teachers of English, provides information on 190 independent and uncoordinated programs in language and reading for the disadvantaged (both rural and urban) throughout the United States. Part 1 describes the scope of the survey and the organization, operation, and major findings of the task force. Part 2 reviews the programs for teaching English to the disadvantaged from preschool through adult basic education, and discusses the teacher education for, and administration of, such programs. Part 3 includes comments on some of the findings by four consultants--Carl E. Bereiter (preschool instruction), Sol Tax (group identity), Janet Sawyer (dialects and linguistics), and Walter Loban (language learning programs). Part 4 consists of two background papers--"Social Dialects and the Disadvantaged," by Lee A. Pederson, and "Language, Intelligence, and the Educability of the Disadvantaged," by Samuel A. Kirk. Part 5 gives the general recommendations of the task force, and part 6 includes a selection of references on educating the disadvantaged, an annotated list of bulletins and materials, and an index to programs, projects, and participating schools.

621. Logan, Juanita; Fleming, Margaret. Reading Improvement Project, Title I Evaluation, 1971-72. Cleveland: Cleveland Public Schools, Ohio Division of Research and Development, 1972, 68p. [ED 079 698]

The Cleveland Reading Improvement Project attempts to provide specialized reading instruction for disadvantaged pupils in the primary grades. The project utilizes the services of a reading

consultant in each target school and serves children who have been identified by their classroom teachers and school principals as experiencing difficulty in mastering reading. Master teachers and educational aides furnish individual and small group instruction on a daily basis. Other key components of the program include: the diagnosis of pupil reading needs, a wide range of alternative instructional techniques, a variety of reading materials, parental involvement, and feedback to the classroom teacher. Findings in the fourth year of the project indicate a significant improvement in the reading performance of children who participated in the program during the 1971-72 school year. A full description of the project, evaluation of the results, and conclusion and recommendations are given. The appendixes include statistical information and sample forms used in the project. Some data from the project's inception in 1969 through 1972 are also provided.

622. Maine Township Diagnostic Center, End of Project Report. Volume I. Park Ridge, Ill.: Maine Township Diagnostic and Remedial Learning Center, 1970, 269p. [ED 082 134]

The Maine Township Diagnostic and Remedial Learning Centers were established to provide educational, diagnostic, and remedial services to selected students who were so handicapped by their inability to make use of the communications skills, particularly reading and writing skills, that their school experience became one of frustration and failure. Based on these needs the centers proposed: (1) to identify the student working below capacity, diagnose his problem, and prescribe remedial work to enable him to reach his potential; (2) to provide inservice training to better enable teachers to recognize such students; (3) to provide an information and advisory service for parents; and (4) to identify and provide remedial work to help reclaim potential dropouts. Expanded objectives, detailed analysis of staffing and costs, and a narrative evaluation are included in the report.

623. Malpass, Leslie F.; and others. Programed Reading Instruction for Culturally Deprived Slow Learners. Tampa, Fla.: Macdonald Training Center Foundation, 1966, 45p. [ED 011 065]

The effectiveness of programed instructional materials for teaching basic reading skills to slow-learning, culturally deprived, six- to nine-year-old children was evaluated. The materials studied had been evaluated previously with educable mentally retarded subjects, ten to sixteen years of age. The study was made to determine what modifications of these materials would be needed for use with the younger students. The forty-five children were divided into one control group taught by traditional classroom techniques, and two experimental groups, one taught by machine and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with every other group. The results showed a statistically significant improvement in vocabulary gain

for the machine-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The authors concluded that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled.

624. Moellenberg, Wayne P. Investigation of Methods to Assess the Effects of Cultural Deprivation. Final Report. Albuquerque: New Mexico University, College of Education, 1967, 94p. [ED 032 121]

This study investigated methods of assessing the effects of cultural deprivation in relation to school adjustment. The investigators developed new methods of assessment in areas of self-concept (sample of forty-nine children), concept formation (314 children), and value orientation (forty-five children). The Peabody Picture Vocabulary Test (sample of sixty children), and the Lee-Clark Reading Readiness Test (fifty Head Start children) were also administered. The following conclusions were reached: (1) differences in self-concept were detected when pictorial representations were used; (2) pictorial representations of verbal concepts provided meaningful assessments of essential concepts without relying on reading ability; (3) the presentation of value distinctions by overhead projector resulted in different patterns of response by contrasted groups of children; (4) Peabody Picture Vocabulary Test scores were significantly different for middle-class children than for lower-class children; and (5) responses on the Lee-Clark Reading Readiness Test indicated difficulty for underprivileged children in recognizing and categorizing symbols. These abilities were improved through Head Start experiences. It is recommended that additional trial forms of the pictorial instruments be devised, and that all of the instruments be used on different groups of children. Longitudinal studies should follow.

625. Pope, Lillie. Guidelines to Teaching Remedial Reading to the Disadvantaged. Brooklyn, N.Y.: Faculty Press, 1967, 125p. [ED 023 555. Document not available from EDRS. Available from Faculty Press, Inc., 1449 37th St., Brooklyn, N.Y. 11218]

This manual for nonprofessional tutors in remedial reading programs outside of the established educational structure deals with specific techniques needed for teaching children, adolescents, and adults to read. It describes the problems of the student who comes for instruction and discusses the relationship between him and the tutor. It outlines in simple terms the skills that are involved in the reading act, the methods that can be used to evaluate a student's reading level and determine his special needs, the organization of a program of instruction, and the application of specific teaching techniques and materials. An inventory of elementary reading skills, a sample lesson plan, and a listing of the normal sequence for acquisition of reading skills are included. "Sound-out lists" with letters, words, and pictures are categorized for teaching various phonetic elements. Suggestions for teacher-made games and devices are given. A glossary, a directory of publishers, a list of

commercial games, and a list of publications are included.

626. Potts, Alfred M.; and others. Providing Opportunities for Disadvantaged Children. Denver, Colorado: State Department of Education, 1964, 85p. [ED 001 077]

The term "disadvantaged" is used to represent environments that are inadequate for a full life. Included would be groups identified as migrants, lingually disadvantaged, culturally deprived, and educationally disadvantaged. A culturally disadvantaged child is unable to conform to present group expectancies. This workshop report is the result of one group's efforts to consider the problem of how the school may help the child achieve greater levels of competence, and some of the views about how the responsibility might be met. A curriculum is sought to help the young determine which cultural aspects might best perpetuate our democratic order and society. Society has a definite role to play in bringing about these competencies by making it possible for individuals to attain them. The disadvantaged child needs to understand the pressures to conform, coming from the conflict between school, peers, and the community. The disadvantaged child must have the opportunities to learn to enjoy life, to do the best for society. Through curriculum adaptations, cultural competence can be achieved for the disadvantaged child. In order to adapt a curriculum, we need to understand the child more fully and be aware of the areas in our culture which call for competence, such as classroom climate in early education and language teaching. Methods and exercises for these areas are suggested for use in the school and classroom. Programs that should be included in elementary and secondary school are listed. In conjunction with the disadvantaged child, cultural variations in the cultures of the Southwest are discussed and the use of a checklist of reading skills with migratory children is given.

627. Putnam, Lillian R. A Comparison of Analytic and Synthetic Methodology in Beginning Reading for Disadvantaged Children. Speech given at the Annual Convention of International Reading Association, Detroit, May 10-13, 1972, 10p. [ED 064 675]

Teachers should be concerned with the prevention of reading disabilities rather than emphasizing remediation. Many deprived children in our inner cities are deficient in areas necessary for successful learning. Characteristics of deprived, inner-city children which cause learning problems are listening, speaking, experiences, mobility, immediate physical needs, abstractions, best learning, and mismatched systems. Basal readers exhibit characteristics which cause problems for inner-city children: (1) over reliance on configuration of context clues, (2) disparity between child's spoken language and book language, (3) lack of sufficient practice and exercise in skills learned in different settings, (4) gaps in instruction and the thinking process, (5) attempting too much, and (6) stressing an analytic method. A study comparing an analytic and synthetic method of teaching reading was conducted on 420 inner-city kindergarten children. Eighty-one matched pairs

were assigned to three control and three experimental classes. By the end of the second grade the experimental structured reading program proved to be more effective for the total group in spelling of phonetically regular words, freedom from spelling reversals, and number of words and sentences written.

628. Rauch, Sidney J. Ten Guidelines for Teaching the Disadvantaged. Journal of Reading 10 (May 1967) [ED 013 744. Document not available from EDRS]

Ten guidelines for teachers of disadvantaged students with reading problems are suggested: (1) proceed on the assumption that the student is capable of reading improvement and creative thinking; (2) use reading materials at or slightly below his instructional level; (3) choose selections that deal with people and situations he can identify with, and give brief and well-motivated assignments which assure success; (4) be alert and sensitive to his needs; (5) avoid standardized tests, for these only show repeatedly that he is below grade expectations; (6) clarify word meanings and concepts before reading in the content areas; (7) involve more than word recognition exercises in your reading program; (8) use a variety of approaches and vary your daily program; (9) emphasize reading-study skills in the content areas; and (10) remember that the learning process is basically a motivation-clarification-application-satisfaction process. Materials are recommended for word-recognition skills, comprehension skills, and reading-study skills, and professional books for teachers. References are included.

629. Rosen, Carl L. Reading and the Disadvantaged: Some Psycholinguistic Applications for the Classroom Teacher. Paper presented at the Annual Convention of International Reading Association, Detroit, May 10-13, 1972, 14p. [ED 063 601]

Rather than labeling the poor or slow reader as "deficient, different, or deprived," and more recently, "perceptually or neurologically impaired," the reading teacher should educate himself to recognize, accept, nourish, and channel the abilities and needs of his students. Suggested are several learning activities that can aid the teacher and be used to enhance the students' reading abilities--some of which include: (1) active manipulation of print, (2) use of printed messages which elicit active, immediate response; (3) rapid visual presentation of larger syntactic units rather than letters or single words; (4) writing out conversations; (5) cloze procedure for improving use of context clues; (6) grammatical substitutions; (7) prolonged sentence games interrelating multiple visual concepts into a major idea; (8) vocabulary practice; (9) reconstruction of scrambled words or syntax; (10) sentence interrelationships; and (11) unit-centered projects to provide "reading to learn experiences." These activities are intended to supplement existing developmental and corrective reading programs, and can provide students with the kinds of practice necessary to develop more fluent reading skills. (A bibliography is included.)

630. Schaer, Elaine; and others. A Summary of the Evaluation of the Educational Developmental Laboratories/American Institute of Banking High School Equivalency Program for Bank Trainees. New York: Educational Developmental Laboratories, Inc., 1972, 29p. [ED 082 132]

The New York Chapter of the American Institute of Banking (AIB) is a sponsor of the Joint Bank Hiring and Education Program for the Disadvantaged (HEP), the purpose of which is to hire and train undereducated adults and provide education that will enable the trainees to compete successfully in the banking industry. Educational Development Laboratories (EDL)/McGraw-Hill and AIB, New York Chapter, entered into an agreement in which EDL/McGraw-Hill agreed to provide the teaching staff, curriculum, instructional materials, and specialized equipment needed for trainees to develop skills in reading, communication, mathematics, social studies, and science. The educational objective of this total program was the successful completion by the students of the General Educational Development Tests (GED). Teachers went through a four-week training program to develop: (1) an understanding of a comprehensive laboratory approach to GED instruction, (2) expertise with media, (3) an understanding of the value of a multimedia approach to educating the disadvantaged, (4) expertise in individualizing instruction, and (5) techniques in critical reading instruction. A total of 485 students were accepted for the program, and 372 completed it. The students in responding to a questionnaire, in general agreed that the program helped them.

631. Spache, George D. Good Reading For the Disadvantaged Reader: Multi-Ethnic Resources. Champaign, Ill.: Garrard Publishing Co., 1970, 220p. [ED 046 637. Document not available from EDRS. Available from Garrard Publishing Company]

Ways of improving reading instruction among the disadvantaged minority groups in our population is the concern of this book. It is the stated hope of the author that this book will alert teachers to the need for helping pupils find books with which they can identify--ones in which they can find positive images of their race or ethnic type. To promote a better understanding of the disadvantaged person, chapters are presented concerning the self-concept, building the self-concept, and reading instruction with the disadvantaged. Following this, books and other teaching materials are listed to help teachers promote a positive self-concept for minority students. A brief annotation is provided for each title. The lists are extensive and include materials for the Black American, the American Indian, Eskimos, inner-city life, the Mexican-American and migrant workers, Orientals, and Puerto Ricans. Additional booklists are concerned with reading improvement, social science and science, materials for instructional units, audio-visual resources, and professional resources. Finally, adult literacy is discussed and materials are presented for helping to educate adult illiterates and school dropouts. Title and author indexes, and the names and addresses of publishers are included.

632. Stern, Carolyn; Keislar, Evan R. A Cognitive Curriculum for Young Children. Volume I: Final Report. Los Angeles: University of California, Early Childhood Research Center, 1971, 139p. [ED 063 048]

The two basic objectives of this five-year study were to investigate a number of variables related to the preparation of effective instructional materials for disadvantaged preschool children, and to determine whether special language instruction would produce improvement in language abilities, and thus promote academic progress in the beginning grades. An important by-product would be a programed curriculum for the prekindergarten and kindergarten years. The two sections of this report are (1) Report of the Five-Year Study, and (2) Comprehensive Evaluation Battery. For volumes 2 and 3, the total programmed curriculum and the prekindergarten and kindergarten years, see, respectively, ED 063 049 and 050.

633. Strang, Ruth. Teaching Reading to the Culturally Disadvantaged in Secondary Schools. Journal of Reading, 10 (May 1967) [ED 013 729. Document not available from EDRS]

This study discusses the reading problems of adolescents who have been deprived of prereading experiences, and other advantages that children from more privileged homes enjoy, and suggests techniques to combat apathy and to use with informal reading material for diagnostic purposes. Ten procedures follow which could be adapted to various situations: (1) instruction growing out of an informal test; (2) instruction and practice in word recognition; (3) fixing words in mind; (4) progress in word knowledge through the Fernald finger-tracing method; (5) how to read a sentence; (6) instruction in paragraph comprehension; (7) accent on speech; (8) operant conditioning, or the immediate rewarding of specific desired behavior; (9) other methods, such as reading in a library, auto-instructional and programed materials; and (10) personalized instruction through the selection of suitable and attractive reading materials, often of the student's own choosing. References are included.

634. Warner, Don. Reading Games and Activities for Disadvantaged Youth. Omaha, Neb.: Omaha Public Schools, November 1967, 27p. [ED 016 752]

This manual for teachers of young educationally disadvantaged children contains specific directions for conducting numerous reading games and activities. It outlines activities for improving the child's vocabulary, listening power, pronunciation, spelling, and other reading readiness skills.

635. Webster, Staten W. The Disadvantaged Learner--Knowing, Understanding, Educating. A Collection of Original and Published Articles. San Francisco: Chandler Publishing Co., 1966, 656p. [ED 013 266. Document not available from EDRS. Available from Chandler Publishing Co., 124 Spear St., San Francisco, Calif. 94105]

The seventy-three articles in this three-part collection provide a background for understanding the educational problems of the disadvantaged child, and discuss ways of dealing with them. Part One presents a frame of reference for understanding the social heritage and present adjustment problems of the disadvantaged. This section contains articles which describe the characteristics of the disadvantaged American Indian, Puerto Rican, Mexican-American, Appalachian White, and migrant. Although there is further discussion of the characteristics of the disadvantaged in Part Two, it contains articles primarily on the biological, social-psychological, and intellectual factors which create the disadvantaged child's learning problems. Part Three, which deals with specific ways to educate the child, contains, among other, articles on the relationship of parents and the community to the disadvantaged school, on the nature and the problems of the teacher of the disadvantaged, and on techniques for teaching reading and language arts, social studies, mathematics, and science.

636. Whipple, Gertrude. Bold Action Programs for the Disadvantaged: Elementary Reading. Newark, Del.: International Reading Association, 1968, 57p. [ED 028 032. Document not available from EDRS. Available from International Reading Association ($1.75 nonmember, $1.50 member)]

The following five characteristics of successful reading projects for the disadvantaged are discussed as a basis for appraising ESEA/ Title I programs: (1) a child need-centered emphasis, (2) provision for teacher education, (3) use of multidisciplinary and paraprofessional personnel, (4) parent involvement, and (5) evaluation procedures. Current reading programs at the preschool, primary, and intermediate levels, operating primarily in Detroit and Los Angeles, are described. They involve comparisons of methods, the use of lay aides and reading consultants, communication skills and summer study centers, teacher training, language experience enrichment, and use of phonetic materials. The personal, social, and learning characteristics of the disadvantaged child are described; some current materials are evaluated; and recommendations for developing superior instructional materials for the disadvantaged are made. Finally, children's books dealing with nonwhite minorities are analyzed under the categories of folktales, biographies, and books about minority problems and character depiction. References and a bibliography of children's books are included.

637. Whipple, Gertrude; Black, Millard H., comps. Reading for Children Without--Our Disadvantaged Youth. Reading Aids Series, No. 3. Newark, Del.: International Reading Association, 1966, 59p. [ED 072 436. Also available from the International Reading Association ($2.00 nonmember, $1.75 member)]

Successful reading practices and programs for culturally disadvantaged children are discussed by five authorities in the field. The first section, written by Gertrude Whipple, defines the kinds of pupils considered to be culturally disadvantaged, tells why they

need a special program, and outlines the type of program needed. Three sections deal with suitable classroom activities and materials for these children. The primary section is written by Patricia Eastland, Detroit Public Schools; the middle grades section by Leonore Wirthlin, Cincinnati Public Schools; and the secondary schools section by Gertrude L. Downing, Queens College. The last section, by Millard Black and Gertrude Whipple, describes 10 reading programs, some that are schoolwide and others that are school-system-wide. Some of the programs are operated by the public schools and others by private groups such as churches. References are included. (This document previously announced as ED 024 532.)

638. Wolf, Montrose M.; and others. Experiments with Token Reinforcement in a Remedial Classroom. 1966, 26p. [ED 012 284]

In an after-school remedial education program, sixteen fifth- and sixth-grade urban disadvantaged students were taught to master standard instructional materials with the support of token reinforcements. The students had scored two years below the reading norm on the Stanford Achievement Test, and their median IQ was 88. Token points were manipulated relative to the amount and/or difficulty of success with the assigned problems. Points earned were rewarded by a variety of goods and special events (treats) which were hierarchically ranked, that is, long range goals with more valuable rewards required more token points. The relationship between the rate of certain academic behavior and the token system and its contingency with achievement was analyzed. Other contingencies built into the project, not experimentally analyzed, included a money bonus for the teachers which was linked to their students' productivity, and permission to students to pursue favorite subjects or more advanced work, only if the less popular task was completed. Other token earning contingencies were attendance, good behavior, and improvement in grade average. Compared with a control group having no remediation, the reinforcement group gained an average of one year in achievement level and six months in their previously accumulated deficit. Attendance averaged 85 percent and median report card gain was 1.1 grade points (C average).

Dialect

639. Baratz, Joan C.; Shuy, Roger W., eds. Teaching Black Children to Read. Urban Language Series, Number 4. Washington, D.C.: Center for Applied Linguistics, 1969, 220p. [ED 025 761. HC not available from EDRS. Available from Publications Section, Center for Applied Linguistics ($5.00)]

This fourth book in the Urban Language Series is concerned with the relationship of language to reading. Literacy must be based on the language the child actually uses. In the case of ghetto children,

materials in their dialect must be prepared so that their task of associating sounds and words with written symbols is not complicated by lack of correspondence between these sounds and words, and the students' normal speech. These materials must include forms the child uses and hears, and exclude forms he does not hear and use. They must avoid complex constructions and ambiguity, and make use of natural redundancy. Further, they must use language appropriate to the context in the experience of the child. Examples of the kinds of materials that can be developed are included in two of the articles. Authors of the various papers (written between 1964 and 1968) are John Baratz, Ralph Fasold, Kenneth Goodman, William Labov, Raven McDavid, Roger Shuy, William Stewart, and Walter Wolfram.

640. Cox, Adrienne F. Reading is Whose Speech Written Down? Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972, 6p. [ED 062 877]

Schools cannot change the language of children; the entire social structure is involved, particularly our patterns of social mobility and the values of lower class culture. At the early elementary level, children should be encouraged to use their own language to the fullest extent. Reading instruction for these youngsters should concern characters and experiences they can identify with. Having readers in the dialect may only further confuse the reading process. Standard English-as-a-second-dialect is a definite asset in our society, but kindergarten or even earlier is not the place for drill to start. There has to be desire and inward motivation on the part of the individual to switch his/her dialect. Until a youngster is old enough to reason, and conceptualize the consequences involved in either acquiring or not acquiring the standard dialect, drill per se is a worthless endeavor on the part of the elementary school teacher.

641. Cullinan, Bernice E., ed. Black Dialects and Reading. Urbana, Ill.: National Council of Teachers of English, 1974, 205p. [ED 086 949. Also available from NCTE (Stock No. 00572, $3.95 non-member, $3.75 member)]

This book offers direction for the teacher who wants to know what can be done to improve the effectiveness of language and reading instruction. Part 1 focuses on the issues in teaching black children to read and provides the teacher with an orientation to some of the specific problems in the field such as the question of the existence and nature of black dialects, whether black English speakers should be taught standard English, and what teachers need to know to be effective in the classroom which includes dialect speakers. Diagnostic tools are described in part 2 so that the teacher can identify the language base on which to build individual programs. Articles in part 3 suggest classroom strategies for teaching oral standard English to nonstandard speakers. Part 4 provides materials which guide teachers in assisting dialect speakers in their special problems with correspondence between

spoken forms and written symbols in beginning reading. Part 5 contains the edited transcripts of the proceedings from a conference which provide a framework for understanding the questions that black English raises in the teaching of reading. Two special resources for teachers, including an annotated bibliography of materials on language, dialects, and reading, comprise part 6.

642. Deffenbaugh, Sue A. Study of Language Competency of Black, Inner-City High, Average, and Low Readers. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Feb. 26-March 1, 1973, 11p. [ED 079 695]

This study explored whether statistically significant differences exist between the (1) grammatical structures produced by high, average, and low black, inner-city elementary readers as measured by a language competency task; and (2) whether statistically significant interactions occur between reading achievement levels and the age of the child, the sex of the child, and measures of grammatical structures in a language competency task. Interviews were conducted with 87 black, inner-city children, ages nine through thirteen, in nongraded classrooms. Some of the findings were that (1) the great majority of the subjects' errors corresponded to black dialect grammatical features; (2) the high readers consistently made fewer errors than the average or poor readers; (3) in all groups there were some subjects who did poorly; (4) all measures of the ability to formulate standard English morphological structures showed significant differences among the three levels of reading achievement; and (5) the ability to produce standard English grammatical constructions on demand is highly related to reading achievement level and may predict reading achievement.

643. Entwisle, Doris R.; Greenberger, Ellen. Differences in the Language of Negro and White Grade-School Children 1, 2. Baltimore, Md.: Johns Hopkins University, Center for the Study of Social Organization of Schools; 1968, 59p. [ED 019 676]

As reported in "Developmental Sociolinguistics--Inner-City Children," (Entwisle, 1968; ED 011611), individual interviews were conducted in the slums of Baltimore City with white and black elementary school children, and in suburban Baltimore with middle-class and blue-collar children. This survey of word associations revealed, contrary to expectation, that slum children are apparently more advanced linguistically than suburban children at first grade in terms of paradigmatic responses. By third grade, however, the favorable position of the slum child has altered, and suburban children lead on all paradigmatic measures. The first-to-third grade decline in the relative position of disadvantaged children obviously parallels the failure of these children to become literate early in their school career. Differences in word associations presumably reflect differences in semantic structure between white and black children and could develop apart from, or in addition to, dialect differences, especially in segregated environments. To profit from instruction, the learner must bring many skills to the

classroom, one of which may be a semantic system congruent with that of the teacher or textbook authors. In kindergarten and first grade it appears that word meanings, and therefore the cognitive role of words, is vastly different for the black and white child. It also appears that, whereas suburban children are making orderly progress toward expanding their semantic systems to embed less frequent words over the elementary school years, slum children are making little or no progress toward use of language that is conceptually more elaborate than what they started school with. Possible remedies include some adjunct use of television in the early grades and specific training on word associates in the form of oral group games like those featured in Bereiter's preschool curriculum. With more data on the actual vocabularies of disadvantaged children, revised primers based on their response strengths and semantic structures could also be prepared.

644. Handbook for First Year Experimental Language Development Program: Book One. Brisbane, Australia: Queensland Department of Education, 1971, 255p. [ED 056 595]

This handbook, prepared under the sponsorship of the Bernard Van Leer Foundation of The Hague, Netherlands, is a guide to a compensatory language program designed for young, Australian, aboriginal children during their first year at school. It is the result of recent research which shows that reading retardation characteristic of aboriginal children may well be associated with the fact that their linguistic system differs from that in the reading texts. The major aim of the program is to help children develop facility in the use of the language structures of standard English. The handbook discusses the role of language in development, aims of the program, guidelines, and main aspects. The program is designed to occupy the entire school day for the whole school year. It is concerned with four basic problems: oral language patterns of standard English; reading and writing skills; perceptual skills (listening, looking, touching); and problem solving and critical thinking. These considerations are interwoven through seven learning units or blocks of activities and suggested plans. Details on the first three units are provided in the handbook, along with suggested daily programs, materials, and methods.

645. Irwin, Joan M. An Analysis of Miscues in the Oral Reading of Canadian Indian Children. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 10p. [ED 033 828]

The frequency of miscues, repetitions of miscues, and the correction of miscues at the phoneme-grapheme, phoneme-morpheme, and the grammatical levels of linguistic structure were considered in a study conducted in southern Alberta. A comparison of the miscues of seventy-five Indian students at three different grade levels--2, 4, and 6--was made. Oral readings of science materials were taped and analyzed. The types and frequencies of errors peculiar to the different grade levels are discussed in this paper, and the

value of auditory discrimination training, the use of context clues, and the necessity of understanding the grammatical components of English are emphasized. References are included.

646. Johnson, Kenneth R.; Simons, Herbert D. Black Children's Reading of Dialect and Standard Texts. Final Report. Berkeley: University of California, 1973, 53p. [ED 076 978]

In an attempt to demonstrate that the mismatch between the grammatical features of Black dialect and standard English grammar used in children's reading material is a source of reading interference, 67 second- and third-grade, Black-dialect-speaking children each read orally a text written in black dialect and a parallel text written in standard English. Subjects also retold the contents of the texts and answered multiple-choice comprehension questions. The analysis of oral reading miscues and the measures of comprehension formed the dependent variables for the study. It was hypothesized that the dialect text, because it reduced the mismatch between the children's language and the printed language, would produce greater comprehension, more effective use of contextual and graphophonic information and fewer dialect-related miscues than the standard English text. The results of the analysis, however, failed to support the prediction of the reading interference hypothesis, as no differences were found between the dialect and standard texts of comprehension, use of contextual information, and use of graphophonic information. On dialect related miscues, the results were in the opposite direction of that predicted by the hypothesis.

647. Kleederman, Frances F. Black English and Reading Problems: Sociolinguistic Considerations. Paper presented at the Annual Meeting of the College Reading Association, Silver Springs, Md., Nov. 1-3, 1973, 19p. [ED 084 513]

Sociolinguists have proposed various beginning reading approaches to remedy the reading problems of disadvantaged black children. Their programs reflect their theoretical biases concerning the nature of black English and the type and degree of interference that may exist between the language of the standard English (SE) text and the child's dialect. The "majority" approach to dialect-caused reading problems is bidialectal, which suggests that SE should be taught as a supplementary or alternative dialect without stigmatizing the child's indigenous speech. Linguists vary in their options to this approach. Some suggest methods which focus on teaching SE prior to reading or in the lower grades; others opt for methods which permit the child to read the traditional material in his own dialect. Still others recommend that reading materials be altered to match the child's dialect. A more recent suggestion calls for a modification of dialect readers which avoid grammatical features not found in the child's dialect. Whatever the pedagogical justification, educators and linguists must be able to recognize how the community norms of interpretation are embodied in speech to avoid negative feedback from the community.

648. Knapp, Margaret O. Awareness of Black Dialects by First- and Fifth-Graders as Related to Race, Socioeconomic Status, and Sex. Ed.D. Dissertation, Rutgers University, 1974, 187p. [ED 086 966]

The purpose of this study was to examine the relationship between age, ethnic group, socioeconomic status, and sex, and the development of an awareness of the social and racial significance of language dialects. Eighty children from first and fifth grades served as subjects. The subjects were presented with four tasks: (1) a discrimination task of their ability to hear minimal differences in paired sentences, one having standard English features, the other Black English features; (2) an identification task as to whether a sentence in Black English or standard English had been stated properly or improperly from a teacher's point of view; (3) an identification task indicating the race of the speaker of standard English or Black English; and (4) an identification task that required the subjects to identify a speaker according to social class. An analysis of variance was performed for each task. The results indicated that awareness of the social and racial significance of dialect does increase from first to fifth grade, the differences between black students and white students in the identification of standard English forms was not significant, and no social or sex differences were found for any of the four tasks.

649. Labov, William; and others. A Study of the Non-standard English of Negro and Puerto Rican Speakers in New York City. Volume II: The Use of Language in the Speech Community. New York: Columbia University, 1968, 366p. [ED 028 424]

Volume I of this report (ED 028 423) is a general description of the project, background and related research, the methods employed, and a linguistic analysis of the structural differences in grammar and phonology between non-standard black English (NNE) and standard English (SE). Volume 2 is directed to a wider range of readers, and deals with the differences in the uses of NNE and SE. Included here are a description of the peer groups and vernacular culture studied in volume 1, a description of NNE speech events and group standards of excellence, culture, the subjective evaluation of language differences by adults, and overt attitudes towards language. It is concluded that NNE is a dialect of English with certain extensions and modifications of rules found in other dialects. The verbal capacities of ghetto children are much greater than those found by other investigators. While structural conflict between NNE and SE is one factor in reading failure, functional conflict (cultural conflict between NNE and SE value systems expressed as different language norms) is the chief problem. It is recommended that children learn to read by reading back their own words, that young, male "auxiliary teachers" be used to mediate between teachers and students, and that the teaching of SE in the early grades be linked to the value system the NNE student brings to school.

650. Lucas, Marilyn S.; Singer, Harry. Dialect in Relation to Reading Achievement: Recoding, Encoding, or Merely a Code? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 26-March 1, 1973, 32p. [ED 078 374]

Dialect has been a prominent suspect in recent years as a causal factor in the disparity between achievement of the majority group and of certain minority groups, including Mexican-Americans. The purpose of this study was to discover whether there is a significant relationship between dialect and oral reading achievement in grades 1-3 for Mexican-American children and, if so, to specify the nature of the relationship. Sixty children from grades 1-3 with Spanish surnames were given the Gates-McKillop Reading Diagnostic Test to determine their oral reading performance. A bilingual speaker interviewed parents and scored a Language Background Scale. Spontaneous language responses were assessed by using the Children's Apperception Test. Seven selected subtests from the Illinois Test of Psycholinguistic Abilities (ITPA), Revised Edition, were used to measure the subjects' language processing abilities in English. Some of the results indicated: (1) the sample was approximately at the normative mean in grade one and half a year below the mean in grade two in one school and in grade three in both schools; (2) different abilities become significant at different stages of the child's reading progress; and (3) children who experience more Spanish in the home tend to be lower in syntactic ability.

651. Martin, Ruby W. Teaching Reading to Black High School Students: Realities and Fallacies. Paper presented at the Annual Meeting of the International Reading Association, May, 1974, 15p. [ED 091 665]

Realistic goals for high school reading curricula for black students are discussed in this paper. A rationale and instructional design for high school reading programs with challenging intellectual content for black students is presented. Suggested principles for organization of high school reading programs for blacks to help them achieve in reading include the following: teachers should not rely upon outmoded programs to which new programs are tacked on; emphasis should be placed upon meeting the needs of the student in terms of helping him accomplish objectives with less emphasis on remediation or correction; programs should be designed with challenging intellectual content; and proper attention should be given to sequencing of materials, teaching style, and content of materials.

652. Mathewson, Grover C. Children's Responses to Reading and Hearing Standard English and Nonstandard Dialect Stories: A Study of Evaluation and Comprehension. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February 26-March 1, 1973, 11p. [ED 078 383]

Two studies are discussed in this research report, which was presented at the 1973 American Educational Research Association meeting.

The first study investigated whether black children would evaluate Black English selections more favorably than standard English selections and whether favorable evaluation would lead to greater comprehension of the Black English selections. The subjects, twenty-four black and twenty-four white third grade students, used a seven-point semantic differential type scale to rate the stories. The results of the experiment showed that the black children rated the black English materials as worse, less correct, and harder to read than the standard English materials. The second study was conducted in the same manner as the first, but an auditory dimension was added by playing the stories on a tape recorder. The stories were folk tales, and two more dialects were added, pidgin from Hawaii and Cajun from Louisiana. The findings indicated: (1) black children think that listening to the black English story versions is better and more beautiful than white children do; (2) black children's comprehension of the black English versions is better than their comprehension of stories in the other dialects; and (3) there was no difference between black and white children in their comprehension of spoken standard English stories.

653. Peskin, Marietta Esposito. Interaction of Dialect, SES, and Ethnicity upon Listening and Reading Comprehension of Fifth Graders. Ed.D. Dissertation, Graduate School of Education, Rutgers University, 1973, 137p. [ED 085 691]

Conformity to standard English, ethnic background, socioeconomic status (SES), and modes of presentation were investigated to determine the influence of these four factors on reading comprehension among fifth graders. Homogeneous groups within four experimental categories were formulated: middle SES white students, low SES white students, middle SES black students, and low SES black students. Two experimental treatments, aural-oral (A-O) and visual-reading (V-R), were involved. Findings indicated that (1) the comprehension of children whose speaking patterns conform to standard English was significantly greater than that of children speaking a dialect, regardless of treatment; (2) the comprehension of middle SES children was significantly greater than that of low SES children when tasks were expressed in standard English; (3) the comprehension of white children was not significantly greater than that of black children when tasks were presented in either the A-O mode or combined A-O and V-R modes; (4) comprehension of white children was greater when the directed tasks expressed in standard English were presented in the V-R mode; and (5) the subjects more readily understood materials presented in the A-O mode than materials presented in the V-R mode.

654. Williams, Frederick, ed. Language and Poverty: Perspectives on a Theme. Institute for Research on Poverty Monograph Series. Madison: Wisconsin University, 1970, 459p. [ED 042 830. Document not available from EDRS. Available from Markham Publishing Co. ($8.95)]

The collection of papers bearing on language and poverty comprising this book includes: "Some Preliminaries and Prospects" (F. Williams); "Teaching Reading in an Urban Negro School System" (J. Baratz); "A Sociolinguistic Approach to Socialization" (B. Bernstein); "Some Philosophical Influences Underlying Preschool Intervention for Disadvantaged Children" (M. Blank); "The Neglected Situation in Child Language Research and Education" (C. Cazden); "How to Construct Effective Language Programs for the Poverty Child" (S. Engelmann); "Bilingualism and the Spanish-Speaking Child" (V. John and V. Horner); "The Logic of Nonstandard English" (W. Labov); "Language Theories and Educational Practices" (P. Menyuk); "Maternal Language Styles and Cognitive Development of Children" (E. Olim); "Language, Poverty and the North American Indian" (L. Osborn); "Biological and Social Factors in Language Development" (H. Osser); "Towards the Standardized Assessment of the Language of the Disadvantaged Children" (R. Severson and K. Guest); "The Sociolinguist and Urban Language Problems" (R. Shuy); "Toward a History of American Negro Dialect" (W. Steward); "Language, Attitude and Social Change" (F. Williams); and, "Some Viewpoints of the Speech, Hearing, and Language Clinician" (D. Yoder).

655. Zuck, Louis V.; Goodman, Yetta M. Social Class and Regional Dialects: Their Relationship to Reading. An Annotated Bibliography. Newark, Del.: International Reading Association, 1971, 16p. [ED 055 755. Document not available from EDRS. Available from International Reading Association ($0.75 nonmember, $0.50 member)]

Designed for teachers, curriculum planners, and educational researchers, this annotated bibliography includes sixty-three entries which deal with issues surrounding social and regional dialects and reading. The titles include journal articles and books which have been published from 1963 to 1971. It is divided into four sections: (1) "Linguistic Concepts Related to Oral Language," (2) "Linguistic Concepts Related to Written Language," (3) "Implications for the Classroom," and (4) "Social Class Dialects and Sound Language Learning: Are They Related?" The included articles were selected on the basis that they all accept implicitly or explicitly that (1) all American children and teachers whose first language is English speak a dialect of American English, (2) all dialects of American English have structure and rules--they are all legitimate forms of American English, (3) all children have a variety of experiences and belong to social groups, and (4) all social groups have a culture.

Bilingualism

656. "Caring Makes A Difference." Report of the Fiscal 1969 Program for the Education of Migratory Children. Albany, N.Y.: State Education Department, 1969, 37p. [ED 037 261]

The fourteenth annual report on New York State's educational programs for children of migrant agricultural workers presents program descriptions and evaluations of specific program efforts designed to increase the educational opportunities for these children. Specific areas covered are year-round compensatory education programs for school age children, inservice education programs for teachers and paraprofessionals, school orientation for children, and preschool education efforts. Programs designed to meet the needs of transients in education, and to provide education for them on a continuing basis, include such features as automated transfer-record systems and inter-state visitation programs by educators for better understanding of the needs of migrant children. Results of tests of students who participated in the 1969 summer programs are also provided. (A related document is ED 037 262.)

657. Davis, Bertha M.; and others. Teaching Reading to the Bilingual Child: Motivational Techniques. Sharing Ideas, Volume 7, Number 6. Phoenix, Arizona: State Department of Education, 1970, 69p. [ED 055 698]

The motivational techniques presented in this document were prepared by participants in the Education 641 workshop (Teaching Reading to Bilinguals) during a 1970 summer session at Northern Arizona University, Flagstaff. The forty-two contributors (some are Navajo or speak Navajo) describe techniques that they have used in teaching reading of English to Navajo children in grades K-8. Activities and techniques are arranged by grade level.

658. DeStefano, Johanna S. Cultural Diversity--A Factor in Learning to Read. Paper presented at the Annual Meeting of the College Reading Association, Silver Springs, Md., November, 1973, 13p. [ED 085 673]

Mutual distrust and suspicion between individuals from differing cultures often influence behavior in the classroom to the point of blocking learning. This "culture clash" also exists for literacy learning in that, as a national goal, reading has been imposed on certain groups whose cultures are not literate and on groups who, although their cultures are literate, see reading in English as destructive to their culture. Cultures which have long oral traditions include the Black culture, various American Indian cultures, the Chicano culture, and the Puerto Rican culture. In these societies cultural information is largely passed by word of mouth. In an orally based culture reading has little place or may be seen as peripheral to the cultural reward system. To these cultures, school is often seen as the enculturating tool of the dominant society, and reading and literacy, as a major part of "mainstream" cultures, is seen as part of that enculturation. To help overcome the problem, teachers need to be aware of possible clashes in the classroom and examine in depth their own feelings and attitudes toward children who come from cultures other than their own.

659. Hepner, Ethel M. The American Elementary School Versus the Values and Needs of Mexican-American Boys. Final Report. Lynwood, Calif.: Lynwood Unified School District, 1971, 53p. [ED 052 860]

This investigation, sponsored by the USOE Bureau of Research, examined two issues: (1) how the values of the subculture influence the underachievement of the Mexican-American boy, and (2) what happens to him if he is placed into a new educational strategy. The overall purpose of the research was to ascertain promising instructional procedures for underachieving (as measured by standardized achievement tests) Mexican-American boys in grades 4-6. Hypothesizing that differences exist in qualitative characteristics of self-image in relation to ethnic classifications and in reading level achievement, and that reading achievement of culturally different children is directly related to differences in teaching techniques used to accomplish reading skills, fifty low-achieving and fifty achieving boys of Mexican-American descent and fifty achieving boys of Anglo-American heritage from three "disadvantaged" Los Angeles schools were studied. Findings tended to support hypothesis 1 while negating hypothesis 2. It appears that there are value conflicts between the Mexican-American boy and the American school which affect his classroom achievement. His masculine orientation, strong peer-group identification, and lack of "driveness," as well as the informal classroom which is at odds with his needs for a formal educational setting, are causes of the conflicts. It is recommended that the American school re-examine and restyle its curriculum to enhance legitimacy for all socially or culturally different students. A bibliography and thirteen tables are included.

660. Herbert, Charles H., Jr. The Bilingual Child's Right to Read. Paper presented at the Claremont, Calif., Reading Conference, February 4-5, 1972, 12p. [ED 062 841]

This document presents some ideas about initial reading instruction in bilingual education. The bilingual programs created in 1969 seek the creation of equal educational opportunities through the use of instruction in a native language to children who speak a language other than English. Such programs attempt to teach two languages concurrently and to deal with subject matter instruction in both languages. The problem of teaching reading skills to accompany the oral language skills is a current topic or research. One reading theory states that the ability to understand what is read depends upon the child's experience with like subject matter, as well as his comprehension of the language in which it is written. The "Initial Reading in Spanish" project produced a detailed, descriptive analysis of procedures used to teach Spanish-speaking children in Mexico to read in their native language. Evaluation of student achievement in the experimental use of the Mexican reading instruction methods in the United States indicates success in learning to read in both Spanish and English.

661. Herbert, Charles H., Jr.; Sancho, Anthony R. Puedo Leer/I Can Read: Initial Reading in Spanish for Bilingual Children. San Bernardino, Calif.: San Bernardino County Superintendent of Schools, 1972, 119p. [ED 071 525]

This manual contains some of the history of the project, "Initial Reading in Spanish for Bilingual Children," undertaken by the U.S. Office of Education in the spring of 1970. The objective of the project was to gather detailed information, and to produce a descriptive analysis of the methodologies employed by teachers in the teaching of initial reading to Spanish-speaking children. The manual is based on research reports from four project sites in Texas as well as on information gathered from videotapes made in Texas and Mexico. Subjects treated are "The Bilingual Child's Right to Read," "Initial Reading in Spanish for Bilinguals," "Pre-Reading Period," and "The Introduction of Letters." A bibliography, a list of book suggestions, and an index are included.

662. Huzar, Helen. The Effects of an English-Spanish, Primary-Grade Reading Program on Second- and Third-Grade Students. M.Ed. Thesis, Rutgers University, 1973, 83p. [ED 085 683]

This study sought to determine whether there would be any significant difference in the scores on an English reading test between second and third grade Puerto Rican students in a bilingual program, and second third grade students in the same school, but not in the program. The subjects, 160 predominantly disadvantaged Puerto Rican students, were described according to their reading readiness test scores, ages, grades, and sexes. The experimental group received bilingual reading instruction for two and three years respectively. The control group received instruction in English only. All subjects were administered the Test of Reading. The "t" tests revealed no significant differences between the experimental and control groups for both second and third grade. However, they did reveal that the boys in the experimental group received scores that were significantly higher than the scores of the boys in the control group. No significant difference was found among girls. The results of the study indicated that the program was partially successful in meeting the needs of bilingual students.

663. Laffey, James L.; Shuy, Roger E., eds. Language Differences: Do They Interfere? Newark, Del.: International Reading Association, 1973, 186p. [ED 076 968. Also available from International Reading Association (Order No. 851, $4.50 nonmember, $3.50 member)]

The papers collected in this volume support the theory that the language skills of the dialectically different child can form a solid matrix upon which a viable reading/learning environment can be organized. Chapters under the section "Focusing on the Problem" discuss nonstandard dialect problems and make some observations on cognition and language. Reading problems and foreign language interference, reading skill acquisition, dialect differences in oral reading, Black English phonology and the question of reading

interference, creative language activities for the culturally divergent child, dialectal readers, and the relationship between Black English and reading are some of the topics covered in the section "Questioning Language Difference Interference." The remaining two sections, "Publishing Nonstandard Dialect Materials" and "Reviewing Some Issues and Principles," discuss neutralizing the effect of a nonstandard dialect, a nonstandard publisher's problems, and current perspectives from linguistics and psychology on language and cognition. It is hoped that teachers will glean from the various papers materials relevant to the challenges of their separate teaching assignments.

664. Language Arts Activities and Resources Related to Latin-American Culture for Grades 3-6. Detroit, Mich.: Detroit Public Schools, 1971, 83p. [ED 059 803]

Resources from various subject areas are organized in one publication for use by teachers in elementary schools having a considerable enrollment of children who are Spanish speaking, and of Latin American descent. The general purpose of the learning experiences described is to help children achieve in the areas of oral communication skills, reading, and writing expression. Basic objectives are to help Latin American children appreciate and develop pride in their cultural heritage, and to introduce to all children the gratifying and richly rewarding experience that comes from an awareness and understanding of another culture. In addition to language arts activities, learning experiences in art, music, and social studies relating to the Spanish culture are also presented. A list of audiovisual materials and a bibliography of reference materials for teachers are appended.

665. Modiano, Nancy. Reading in Bilingual Education. Paper presented at the Sixth Annual TESOL Convention, Washington, D.C., February 28, 1972, 8p. [ED 065 000]

In a bilingual education program, reading should be introduced in the child's stronger language. Reading in the second language should be delayed until the child has become fully literate in the first language. Ideally that point should be determined for each child individually. The relative emphasis given to reading in each language is based on different factors, basically depending on language role. In the case of newly transcribed languages, the creation of a written literature should be encouraged.

666. Ponder, Eddie G.; and others. Orientation Classes for In-Migrant Transient Children. A First Report, Part II. Milwaukee, Wis.: Milwaukee Public Schools, December 1961, 36p. [ED 002 694]

A 3-year study of the orientation of immigrant transient children was initiated in September, 1960. Part one gives an overview of the project for the school year 1961-62. It reviews the organization of the orientation classes, the inservice program, community orientation, and reports of special services given to the project

classes. Part two contains examples of curriculum units that proved successful in orienting the immigrant transient children to the school and the community. Included for each unit are lists of books, films, and instructional materials which were found helpful. The curriculum is determined by the academic, social, and emotional needs of the children enrolled. The most common academic need is the ability to read and write at a level commensurate with pupil age and interest. Small group or individual instruction is most effective. The unit approach in social studies, health, and science provides group experience. Field trips into the community provide bases for unit study, and can become the core for the curriculum through which basic skills, understandings, and attitudes can be taught. Social behavior units develop important everyday living courtesies involved in eating breakfast, attending a birthday party, or giving a tea party for parents. Detailed handling of such units is given, and the schedules point out opportunities for integration of the several content areas. Sections are devoted to development of classroom climate and methods by which a teacher plans the school day. Both are important phases of the educational program for orientation classes.

667. Robinett, Ralph F. A "Linguistic" Approach to Beginning Reading for Bilingual Children. Miami, Fla.: Dade County Public Schools, May 1965, 21p. [ED 001 694]

The bilingual school organized in Dade County, Florida, incorporates a language and reading program emphasizing structural linguistics. The special reader series being utilized, the "Miami Linguistic Readers" series, has been developed around ten major linguistic and pedagogical premises. The material must deal with topics interesting to the children and reflect their language forms. The child should have aural-oral control of the material he is expected to read. The development of beginning reading material should focus on the skills involved in the process of reading. Sound symbol presentations should be in terms of spelling patterns rather than individual letter sounds. The grammatical structure and vocabulary should be controlled, and the child should learn to read by structures. Writing experiences should reinforce those of listening, speaking, and reading. The materials should be organized so the learner may achieve success as he progresses through the materials. In a complete sense, the program teaches English as a second language. Each of the premises is discussed in detail with reference made to the reader series.

668. Rosen, Carl L. Assessment and Relative Effects of Reading Programs for Mexican-Americans. A Position Paper. This paper was prepared under the sponsorship of the Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, 1970, 39p. [ED 061 000]

The problem of teaching reading in English to Mexican-American children with Spanish as their primary language is considered in this paper. Literature reviews are done on research dealing with (1) linguistics, (2) language-modification approaches, (3) linguistic

approaches, (4) language-experience approaches, (5) bilingual education, and (6) teacher-school factors. Conclusions on the basis of research in these six areas are given. Also given are implications and specific directions for (1) basic research in language and reading processes, (2) normative descriptive studies of processes involved in reading, (3) preschool educational research and leadership, (4) research in the teaching of English as a second language and bilingual education systems, and (5) basic and applied research into current school practices, conditions, and possible promising innovations. An eighty-eight-item bibliography is appended.

669. Sandstrom, Eleanor L. The Contributions of Foreign Language Learning to the Development of Reading Skills. Philadelphia: Philadelphia School District, February 17, 1970, 3p. [ED 056 621]

This article briefly descusses ways in which the study of foreign language contributes to the development of reading skills in the speaker's native language. Comments are directed to the following areas: (1) auditory discrimination, (2) visual discrimination, (3) association and insight, (4) the reading process, (5) expansion of vocabulary, (6) culture, (7) sound-symbol relationships, (8) morphological changes, (9) study skills, and (10) psychological impact.

670. Sizemore, Mamie. Teaching Reading to the Bilingual Child. Phoenix, Ariz.: State Department of Public Instruction, 1963, 67p. [ED 020 029]

Some of the newer approaches to the teaching of second languages as applied to English reading instruction for Indian and Mexican-American students are explored. Special emphasis is given to the unique cultural and educational problems faced by the children of these ethnic groups. Considerable emphasis is given to the need for the development of speaking and listening communication skills to facilitate the learning of reading skills. A major portion of the text is devoted to a detailed review of phonics, as used in the teaching of reading. Specific reference is made to reading skills which should be mastered by all reading students. The ultimate goal of the reading program is to enable students to read all types of material with comprehension, ease, and enjoyment.

Learning Disabilities

671. Agranowitz, Aleen; McKeown, Milfred Riddle. Aphasia Handbook for Adults and Children. Springfield, Ill.: Charles C. Thomas, Publisher, 1968, 319p. [ED 033 519. Document not available from EDRS. Available from Charles C. Thomas, Publishing ($12.75)]

The occurrence of aphasia in adults and children is discussed along with therapeutic measures. An orientation of what aphasia is and the problems it presents for adults is followed by a statement of present methods of retraining. Consideration is given to

an evaluation of defects, attitudes and techniques in retraining, group therapy, and utilization of personalized notebooks. Visual and auditory aids, auditory recognition, naming and recall, motor speech patterns, oral formulation, jargon and garbled language, reading recognition, and comprehension, writing, and arithmetic are also discussed. Special problems inherent in children are mentioned with information addressed to parents. Also included are presentations on the evaluation of defects, special techniques, group therapy involving children, therapy materials, training for visual and auditory recognition, naming, formulating concepts, articulating, and reading, writing, and arithmetic.

672. Blanchet, Eileen. When Your Child Can't Read. 1972, 58p. [ED 065 838. Document not available from EDRS. Available from Academic Therapy Publications, 1539 Fourth Street, San Rafael, Calif. 94901 ($2.00)]

The fact that our school system is not prepared to help neurologically impaired children, nor able to understand the difficulties these children face, prompted the writing of this guide for parents. Acceptance of the child, and his problem and the ridding of your own and his anxieties, are first requirements for successful parental assistance. A careful assessment of the child's gross motor control is required before expecting him to attempt the fine motor control necessary for printing and reading. Discrimination of sounds and a phonic approach are not an absolute for learning to read; memorization may achieve less stressful and more positive results for these children. The emotional well-being of the child--developing a sense of accomplishment and of worth, succeeding at a task--is a paramount responsibility of a parent. Descriptions of skill areas, sample lessons, and numerous suggestions for activities and materials with brief explanations of how the activity can help the child provide the bulk of the guide.

673. Curriculum Guide for Preprimary Hearing-Impaired Children 3-6 Years of Age. St. Paul, Minn.: Minnesota State Department of Education; Minneapolis: University of Minnesota, 1971, 346p. [ED 064 812]

The lengthy and detailed curriculum guide is said to form a basis for stimulating development of the young hearing impaired child (age three to six years) in all aspects of growth. The systematic presentation of the content is thought to help the child integrate into his whole personality the oral communication skills that permit him to function in his environment. Initial topics presented in the guide are educational goals and support factors; neurological and motor, cognitive and emotional-social development of the child, aged thirty to thirty-six months and of the child aged three to six years; and the cognitive approach according to Jean Piaget, modified for pre-primary hearing impaired children. The first curricular unit contains nursery level through first grade activities on expanding concepts through social studies and science. Examined next are the sequential stages in the development of language. The second major unit focuses on developing concepts and skills in

reading. Discussion of sequential stages in the development of mathematic concepts then follows. A short section on the sequential stages in the development of speech precedes the unit of dimensions of speech development for the hearing impaired. A brief section on auditory training concludes the guide.

674. Ebersole, Marylou; and others. Steps to Achievement for the Slow Learner. The Slow Learner Series. Columbus, Ohio: Charles E. Merrill Publishing Co., 1968, 196p. [ED 022 310. Document not available from EDRS. Available from Charles E. Merrill Publishing Co. ($4.95)]

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities, and suggests a curriculum for preschoolers divided into systematic learning steps, which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendices contain activities for teaching colors and pattern analysis, development with form boards, and steps in teaching pre-arithmetic.

675. Friedlander, Bernard Z.; deLara, Hans Cohen. Receptive Language Anomaly and Language/Reading Dysfunction in "Normal" Primary Grade School Children. Health Services and Mental Health Administration (DHEW); Rockville, Md.: Maternal and Child Health Service, 1973, 21p. [ED 073 424]

Although receptive language organization is the foundation of all linguistic development, the evaluation of children's performance in listening to extended streams of speech is not a significant aspect of present methods of assessing children's language and reading capability. In repeated individual test sessions, forty-four normal children in suburban primary school registered their listening preferences for either the natural soundtrack or an electronically processed unintelligible soundtrack accompanying selected segments of "Sesame Street" programs. Thirty-three of the children decisively rejected the unintelligible TV soundtracks. The remaining eleven children each spent as many as thirty minutes viewing TV programs with garbled, distorted soundtracks, although clear soundtracks were easily available. Each of the nonselective listeners also showed patterns of mild to moderate language and reading dysfunction in the classroom. These data confirm other studies in suggesting that approximately 25 percent of presumed normal children manifest unrecognized anomalies of selective language listening. These results strongly suggest the importance of including systematic evaluation of speech-stream receptive language functioning in language

and reading assessment.

676. Gold, Milton J. Hunter College Observation Television Center Catalogue 67. New York: City University of New York, Hunter College, 1967, 65p. [ED 018 912]

The catalog lists and annotates 112 titles of lessons first recorded on videotape, and then transferred to film as kinescopes. The lessons are filmed in a specially prepared classroom equipped with remotely controlled cameras and microphones. During recording, the class and teacher are alone in the classroom. Kinescopes are included on early childhood education (three), foreign languages (one on junior high school, two on secondary), health and physical education (two on college, two on elementary), listening and speaking (four on elementary), mathematics (six), psychological foundations (three), elementary reading (fifteen), school and community (three), science (two on elementary, three on secondary), and elementary social studies (seven). Films on special education are on aphasia (eight), blind (five), brain-impaired (five), emotionally disturbed (one), mental retardation (five), physically handicapped (four), and speech and language (two). Special projects on film are empathy projects (three), Project English and Project True (nine), elementary spelling (one), team teaching (three), testing (one on primary, one on elementary), and elementary writing (one). Eighteen lessons are listed as filmed with the disadvantaged. The kinescopes may be rented (some may be purchased) for use in pre-service or inservice teacher education programs by public and private universities, colleges, and secondary and elementary schools.

677. Jordan, Dale R. Dyslexia in the Classroom. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972, 194p. [ED 073 451. Document not available from EDRS. Available from Charles E. Merrill Publishing Co. ($2.95 paper)]

Dyslexia is defined in this book as the inability to process language symbols. Dyslexia is seen as a continuum ranging from mild forms of symbol confusion to complex syndromes of disabilities. Three specific kinds of dyslexia are identified: visual dyslexia, auditory dyslexia, and dysegraphia. Two chapters, one describing and one suggesting correcting techniques for the classroom teacher, are included on each type of dyslexia. The book concludes with a chapter on distinguishing dyslexia from other disabilities. Three appendices--the Jordan Oral Screening Test, the Jordan Written Screening Test for Specific Reading Disability, and the Jordan Auditory Screening Test--are also included.

678. Leaverton, Lloyd. Dialectal Readers--Rationale, Use and Value. Paper presented at Preconvention Institute of the International Reading Association, Atlantic City, N.J., April, 1971, 11p. [ED 060 701]

The experiment described in this report investigates two basic questions concerning beginning reading instruction to speakers of

nonstandard dialects: (1) Will learning to read be facilitated if the primary reading material is phrased in the actual word patterns and grammatical structure used by the children in their oral speech? (2) Will learning the same story rephrased in speech patterns corresponding to standard English usage be facilitated if the children first learn to read the story phrased in the word patterns and grammatical structure corresponding to their oral speech? Using the concepts of "everyday talk", with special emphasis on the verb-usage differences between the two, an experimental class was conducted with the above questions in mind. Results of tests administered to the experimental group and the control group show that there is a definite trend in favor of the experimental group. The experimental reading program encourages the teacher to respect and accept the children's established dialect, while at the same time providing a framework to help the children learn to read, gradually and systematically using standard English in their oral language activities. (For additional information see ED 060 700.)

679. Rawson, Margaret B. A Bibliography on the Nature, Recognition and Treatment of Language Difficulties. Pomfret, Conn.: Orton Society, 1966. [ED 013 701. Document not available from EDRS. Available from the Orton Society, Box 153, Promfret, Conn., and from the Educators Publishing Service ($1.50)]

A selected reading and reference list of publications from 1896 to 1966 on the nature, recognition, and treatment of language difficulties is presented. The titles were selected on the basis of relevance to the general interests and specific needs of people concerned with language disorders, particularly with a specific language disability. Materials are organized under the following categories: (1) medicine, neurology, and psychology, (2) language and semantics, (3) education, (4) various developmental and remedial approaches to language learning, (5) specific language disability, (6) psychological, achievement, and diagnostic tests, (7) manuals, workbooks, instructional materials, and texts for students, (8) annual, quarterly, and monthly journals, and (9) bibliographies. An evaluative annotation appears with each item. Many new paperback editions are mentioned, and current prices are given when known.

680. Silberberg, Norman E.; Silberberg, Margaret C. Case Histories in Hyperlexia. 1968, 15p. [ED 024 551]

Several case histories of hyperlexic children, whose abilities in word recognition are at a level significantly higher than their general level of intellectual functioning, are described, and the impact of such a condition on the child is suggested as an object of research. In the several cases presented, the hyperlexia resulted in environmental stress. The potentiality of later stress is expected to take the form of anxiety provoked by unrealistic assessment of the child's abilities, and by the high-level demands placed on him by teachers and parents. Several of the children described had been referred for testing as gifted children on the basis of word recognition ability alone, and one had been

accelerated to a higher grade. One boy had not been detected as dyslexic until the fourth grade when it was at grade level, his reasoning and comprehension abilities were similar to those of a high-level, educable mentally retarded child. This condition is often not detected earlier because of the emphasis on word recognition skills in the primary grades, and because of the assumption of teachers and parents that if reading skills are high, other mental functioning should also be high. References are listed.

681. Slingerland, Beth H. Specific Language Disability Children, A Multi-Sensory Approach to Language Arts: A Guide for Primary Teachers. Cambridge, Mass.: Educators Publishing Service, 1971, 239p. [ED 072 402. Document not available from EDRS. Available from Educators Publishing Service]

Designed for primary teachers, this guide is divided into four parts. Part one provides background information related to understanding specific language disability, the need for early specific identification, phonics, the use of manuscript instead of cursive, and group therapy. Part two discusses the preparations that are to be made by the teacher, including preparation of material with illustrations to serve as guides for alphabet wall cards, small manuscript alphabet cards, patterns tor tracing, expendable patterns, and classroom equipment. Part three discusses the auditory approach, and learning to write for spelling and written expression. Subtopics of part three include alphabet cards, blending, spelling, dictation, creative written expression, and independent work, and summarizing progress and looking ahead. Part four, "The Visual Approach for Reading," includes daily organization of instruction, alphabet cards, word attack skills, preparation for reading, reading from a book, examples of daily lessons, and summarizing progress and looking ahead. A bibliography is also included.

682. The Slow Learning Program in the Elementary and Secondary Schools. Cincinnati, Ohio: Cincinnati Public Schools, 1964, 718p. [ED 021 348]

The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public schools. The instructional program is built around twelve persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cultural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of the persisting life situations. Suggested teaching units for various subject areas are listed, and guides for organizing the daily classroom program are presented.

683. Studies of Reading Miscues. Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969, 18p. [ED 033 831]

Four researchers discussed their studies of oral reading miscues within a round-table format. After each participant's description of the specific concerns and procedures of his study, the following topics were discussed: description and analysis of the miscue, correction strategy, relationship of the child's language to the language of the reading material, and comprehension. One study specifically analyzed substitutions; another analyzed grammatical restructurings; a third analyzed oral reading of a child's own writing; and a fourth analyzed qualitative and quantitative changes in miscues over an extended time period. Subjects of the studies ranged from beginning readers to advanced sixth-grade readers. All read new material without assistance. Tape recordings of the readings were analyzed using the Goodman Taxonomy of Reading Miscues. Children were asked to retell some of the stories in their own words as a measure of comprehension. One group also wrote, following the retelling, the same story in their own words, and an analysis of the oral readings of each child's own manuscript was made. In general, total miscues per hundred words decreased as the children became older, and errors became increasingly more correct semantically and syntactically as the children became more proficient readers. Tables are included.

Mentally Handicapped

684. Baker, Carolyn C. Individualized Reading with the Educables. The Reading Teacher 20 (November 1966): 20p. [ED 013 740. Document not available from EDRS]

The individualized reading technique was employed with a class of sixteen educable primary children aged six through ten years in Fairfax, Virginia, to counteract an initial attitude of total indifference toward reading. Books with high interest levels and with preprimer vocabulary were provided by the library and were attractively presented by the teacher. The children participated in a reading activity daily. They met with the teacher individually, although occasionally two or three children worked together. A working level was determined for each child by reviewing previous test results or by retesting. Depending on his own needs, each child used an activity book. Skills were taught individually and in groups. The children set their own reading goals and kept an account of the books they read. The children definitely profited by the close relationship with the teacher, and by the absence of other children who might criticize. Confidence increased, and sometimes a child would read his book to the class or would take it home to read to his family. Extra planning was necessary to fit this technique in with other academic work, but the results were rewarding.

685. Bijou, Sidney W. Research in Remedial Guidance of Young Retarded Children with Behavior Problems which interfere with Academic Learning and Adjustment. Final Report. Urbana: University of Illinois, 1968, 87p. [ED 024 196]

A four-year research project developed a preschool program for exceptional children unable to attend public school, but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies, and most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the wide-range achievement test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning, and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech-deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography with twenty-three entries, a list of ten publications resulting from this research, samples of program studies from the first two years, case studies, and eight figures are included.

686. Blank, Marion; Bridger, Wagner H. Deficiencies in Verbal Labeling in Retarded Readers. American Journal of Orthopsychiatry 36 (October 1966): 7p. [ED 034 659. Document not available from EDRS]

An experiment was conducted on thirteen normal and thirteen retarded readers, matched for age, IQ, and vocabulary. Recent findings suggested that reading retardates had difficulty in the cross-modal transfer of information from the auditory to the visual modality (e.g., converting auditory taps into visual dot patterns). Prior research by rhe present authors indicated that symbolic mediation was a necessary condition for children to solve problems involving temporally presented stimuli, regardless of the modality. It was therefore hypothesized and found that the difficulty the retarded readers experienced was not simply in cross-modal transfer, but rather in applying relevant verbal labels to the stimuli even within the same modality. It was concluded that in any test for basic sensory defects in retarded readers, there must be a control for the role of higher cognitive processes. Tables and references are included.

687. Durrell, Donald D.; Sullivan, Helen B. Language Achievements of Mentally Retarded Children. Boston University, 1958, 37p. [ED 002 789]

The objectives of the study were (1) to discover variations in language achievements of children at different levels of mental

retardation, (2) to discover "open channels" for current education of these children, (3) to chart the frequency of specific difficulties in the intake and output ideas through language, and (4) to identify language weaknesses which usually respond rapidly to remedial instruction. A series of standard and clinical tests of listening, reading, speaking, and writing were administered to 209 children in classes for the mentally retarded. These included sixty-seven children in primary grade classes and 142 children in intermediate grade classes. Listening comprehension was found to be the best language channel for learning. Among the primary grade mentally retarded, listening comprehension was consistently higher than would be expected from the mental ages of the children. Reading ability is lower than would be expected for mental age, markedly below the level of listening comprehension. Informal tests and observations showed primary grade children to be fairly competent in speaking and oral recall. Intermediate grade children did not show the advance in speech competence that would normally be expected. The listening comprehension of these children indicates a power to handle ideas through language much above the expectations from mental age results. An enriched and systematic program in the various language skills should produce marked gains.

688. Fuller, Renee; and others. Reading Comprhension and Intelligence: A Fallacious Correlation? A Symposium presented at Annual Meeting of the American Psychological Association, Honolulu, September, 1972, 50p. [ED 073 422]

Four papers detailing the Fuller Reading System and its successful use with low-IQ subjects, and one paper discussing the System and the results of using it, are presented in this collection. The subjects were twenty-three residents of Maryland's principal institution for the retarded. They ranged in age from eleven to fifty-one years, and in Stanford-Binet IQ from 33 to 72. Daily five- to twenty-minute reaching sessions for one year resulted in all subjects being able to read at the third grade level, as measured by the Spache readability formula. The Fuller Reading System consists of simplified alphabet learning based on the distinctive features of each letter; the most common phonic sound as the name for each letter; an auditory, visual, kinesthetic, and tactile approach and action-oriented space odysseys as reading content. Dr. Fuller poses a number of questions about what intelligence is, and the high positive correlation between IQ measures and predictability of school performance. The discussant, Dr. Sam Glucksberg, also questions the accepted relationship between measured intelligence and reading comprehension, citing prominent twentieth century research on several sides of the issue.

689. Hawkins, Thom. Benjamin: Reading and Beyond. Columbus, Ohio: Charles E. Merrill Publishing, Co., 1972, 140p. [ED 070 073. Document not available from EDRS. Available from Charles E. Merrill Publishing Co. ($2.25 paper)]

This book is a journal of lessons that were compiled as the author tutored a nineteen-year-old with severe reading problems. The interaction of tutor and tutee includes not only the pedagogical aspects of their relationship, but also the friendship that developed.

690. Jacobs, John F. A Comparison of Group and Individual Rewards in Teaching Reading to Slow Learners. Final Report. Gainesville, Fla.: Florida University College of Education, June 30, 1970, 44p. [ED 044 265]

The use of operant techniques in the classroom, especially with slow learners, was investigated, and several types of reinforcement, were compared. Subjects were 129 fourth-graders enrolled in a middle school in a disadvantaged rural Florida community. The subjects were stratified by race, sex, and homeroom, and were randomly assigned to one of five treatment conditions: control, random reward, individual reward, combined reward, or group reward. Five subtests of the Stanford Achievement test battery were administered before and after the eleven-week experimental period. Data were analyzed using parametric statistics, and results demonstrated the feasibility and power of group techniques for classroom use. Of the operant techniques studied, the group rewards appeared to provide the most influential control over classroom activity, and individual rewards actually impeded the maximum growth experienced under group conditions. A bibliography and tables of results are included. This study was sponsored by the USOE Bureau of Research.

691. Lazar, Alfred L. Reading Programs and Materials for the Educable Mentally Retarded--A Point of View. Paper presented at the International Reading Association Conference, Anaheim, Calif., May 6-9, 1970, 13p. [ED 041 710]

Ten assumptions are suggested as being fundamental to working toward developing effective and realistic reading programs for the educable mentally retarded. They are designed to eliminate many problems about how teachers must learn to effectively use a scientific approach to education. The author focuses upon an operational definition of reading behaviors, based on Gibson's definition; reviews some selected literature on reading for the mentally retarded; and offers the G-Some System as a type of paradigm for use by the special class teacher as a manager of her reading program. This system is a logic manager system for use by the teacher as a thinking and creative person; it allows him to plan educational objectives, and to make educational decisions. It is comprised of five major sequenced components, that require the use of both vertical and horizontal feedback loops. Descriptive figures and references are included.

692. Malpass, Leslie F.; and others. Further Development, Comparison and Evaluation of Programed Instruction for Retarded Children. Final Report. Tampa, Fla.: University of South Florida, August 1967, 75p. [ED 025 052]

Three hundred words were programed for presentation by teaching machine or by workbook to mentally handicapped, nonreading subjects selected from the public school system (sixty-nine subjects) and from an institution (thirty subjects). Both groups were matched on chronological age, mental age, programed words known, Gray Oral Reading Test (raw score), and paragraph reading test score. One group received instruction by teaching machine, one by programed workbook, and one by conventional classroom methods. Administration required approximately twenty hours over a five-month period. Measures of gain and retention included programed words known, the Gray Oral Reading Test, spelling words known, and a paragraph reading test administered post-instruction and at thirty- and sixty-day intervals. Statistical analysis revealed both institutional and public school groups scored significantly higher than the classroom group on the measures of programed words learned ($p=.05$ and .01 respectively) and on the paragraph reading test ($p=.01$ for both). Retention remained significantly high ($p=.01$) for the public school group, but was not demonstrated for the institutional group. The technique was not effective for teaching spelling, and in most cases scores on the Gray Oral Reading Test were not significantly different among the groups. This study was sponsored by the USOE Bureau of Research.

693. Mary Julitta, Sister; Michaella, Sister. A List of Books for Retarded Readers. Elementary English 45 (April 1968): 473-477. [ED 029 899. Document not available from EDRS]

This list of over two-hundred books for retarded readers was compiled to fill the need for books which would be acceptable and interesting to older children reading at primary-grade levels of difficulty. Having been evaluated objectively by the Spache Readability Formula, and subjectively by retarded readers in a reading clinic and in classrooms, the books are grouped under the minimum instructional level necessary for reading them. The Spache readability score and the age groups to which the book appeals are given for each entry.

694. Miller, Wilma H. Identifying and Correcting Reading Difficulties in Children. New York: Center for Applied Research in Education, Inc., 1971, 237p. [ED 071 040. Document not available from EDRS. Available from Center for Applied Research in Education, Inc. ($8.95)]

This book was written primarily for the inservice elementary classroom teacher, to assist in correcting the reading difficulties of the moderately disabled readers in the classroom. Five major divisions make up the book: (1) the various aspects of the reading process are discussed in the first section; (2) the second division describes many of the causes of reading difficulty, and discusses how standardized and informal tests can be used for diagnostic purposes; (3) the third section deals with the correction of reading difficulties; (4) various approaches to elementary reading instruction are presented in the fourth section; and (5) the final section

concerns the role of parents in preventing and helping to correct their children's reading difficulties.

695. Mock, Sherry. Improving Reading Comprehension. Iowa City: University of Iowa, Special Education Curriculum Development Center, 1972, 220p. [ED 059 573]

Activities, procedures, and resources are suggested for teaching reading comprehension skills to mentally retarded students. The document is intended as a handbook of teaching ideas based upon a flexible listing of sequential comprehension components. Comprehension skills are divided into five global grade levels, and twelve major kinds of skills. Emphasis is upon individualizing instruction, using parents to reinforce school training, and presenting material audiovisually. Suggestions for classroom planning and program management are included. Major tests which can be used in the diagnosis of comprehension problems are summarized. Also included are resource lists of supplementary reading materials which can be used to teach comprehension skills, and a resource list of books for slow learners.

696. Reading Methods and Problems: Exceptional Child Bibliography Series. Arlington, Va.: Council for Exceptional Children, Information Center on Exceptional Children, February 1971, 15p. [ED 051 594]

The bibliography contains fifty-seven references selected from exceptional child education abstracts relating to reading methods and problems applicable to handicapped children. One in a series of over fifty similar selected listings concerning the education of the gifted or handicapped, the bibliography cites research reports, conference papers, journal articles, texts, and program guides on such topics as diagnosis and remediation, dyslexia, skill development, perceptual handicaps, and instructional materials. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are provided for each entry.

697. Rhodes, Leanne; and others. A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11. Sacramento: California State Department of Mental Hygiene, 1969, 113p. [ED 042 305]

A longitudinal research study of the growth and development of ten severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, and environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the

environment more stimulating, to better structure daily routine, and to motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared, and destructive, random, or stereotyped acts have decreased.

698. Slick, Myrna H. Recreational Reading Materials for Special Education Students. M.A. Thesis, University of Pittsburgh, Pennsylvania, 1969, 37p. [ED 046 173]

The provision of recreational reading materials and programs for the special education student, defined for this study as the educable mentally retarded, is considered. The role and responsibility of the high school librarian in this area is defined, emphasizing cooperation with the special education classroom teachers. Methods which librarians can use to reach and interest the students in reading are discussed. Sources to help the librarian find appropriate available books are listed. The major section of the paper is an annotated list of suggested books to purchase for library use for special education students. The list is limited to recreational reading materials currently being published (at the time of writing). Recommended publishers to contact are also included.

Retarded Readers/Slow Learners

699. Botel, Morton. Methods and Systems for Teaching Dyslexic Pupils. Research delivered at the National Conference on Dyslexia, Philadelphia, November 19, 1966, 24p. [ED 011 493]

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations, and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, white, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade, attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners. Tests administered were the Botel Reading Inventory, and the reading and spelling tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at

each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided.

700. Brown, Virginia L.; Botel, Morton. Definition or Treatment? Bloomington: University of Indiana, ERIC Clearinghouse on Reading, 1972, 75p. [ED 058 014]

A review of research literature on the subject of dyslexia printed since 1955 is presented, concentrating on the interest in the subject during the late 1960's. The authors initially admit that precise definition of the term "dyslexia" is quite impossible (they use the term to mean the inability to read) and devote chapters to describing problems related to definitions, problems of diagnosis, and treatment approaches to dyslexia. By taking this approach, the authors propose to construct an analytic framework for use by future theorists and researchers. The monograph is one of a series of ERIC/CRIER "State-of-the-Art" papers, and is thus intended to be a review of research in a general area, with conclusions about the present state of knowledge in that area, and discussion of implications for future research. Selected annotated references are included.

701. Engelmann, Siegfried. Teaching Reading to Children with Low MA's. Urbana: University of Illinois, Institute of Research for Exceptional Children, 20p. [ED 015 020]

One of the problems of teaching reading to children with low mental ages, for example, of four to five, is that most reading programs are geared to the children with a mental age of about six and one-half. A child with this higher mental development will often have many of the basic reading skills already accomplished, or he can learn them quickly and without the benefit of the most efficient instruction. A child with a low mental-age might struggle to learn to read under such a program for an inordinate amount of time. Retarded, handicapped, and deprived children must generally be instructed in the most basic reading skills. They must be shown that each letter represents a sound. They must then be taught that these sounds are sequenced in a word in time; that is, they must learn how to blend. Rhyming and alliteration tasks are useful in teaching blending skills. In developing this sound-sequence skill, continuous-sound words like "fan" and "ran" should be introduced before stop-sound words like "cat" and "rat." Words whose pronunciation does not fit the fundamental sound-sequence approach, for example, "have," in which the "e" is not pronounced, and "she," which contains a double letter sound, are called irregular words, and are to be introduced last. Instruction should be uniform for all pupils.

702. Frostig, Marianne; and others. Individual Learning Disabilities. Denver, Colo.: Rocky Mountain Educational Laboratory, Corp., October 1968, 43p. [ED 029 418]

The following workshop presentations consider learning disabilities: "Educational Goals of the Perceptually Handicapped", by Marianne Frostig; "Remediation of Reading Problems", by Gilbert Schiffman; "Early Identification of Learning Disabilities", by Katrina De Hirsch; and "What Are Some Speech and Hearing Considerations?", by John Irwin. The workshop was sponsored by USOE.

703. Glass, Gene V. A Critique of Experiments on the Role of Neurological Organization in Reading Performance. 1966, 72p. [ED 013 523]

Fifteen empirical studies concerned with the role which neurological organization plays in the teaching and improvement of reading are analyzed. Following a review of Delacato's theory of neurological organization, each of the studies is presented with alternative interpretations of the data, and with implications not acknowledged, or contrary to those drawn by the original authors. Each study is analyzed in detail as to the manner of selection of subjects (the subjects who participated in almost all of the experiments reported in this paper could not be characterized as seriously neurologically disorganized), the statistical analysis of data, experimental treatment, and the implications drawn from the reported results. The author is generally critical of the studies for their lack of adherence to acceptable standards for empirical experimental design. His conclusion is that all the empirical research reported thus far has failed to produce cogent evidence that Delacato's therapy has an effect on the reading of normal subjects. In reviewing studies which contain information on the correlation of neurological organization and certain variables, the author finds that measures of neurological organization are more highly correlated with measures of nonverbal achievement. The fifteen studies are all taken from experiments reported in three volumes written by Delacato and listed in the thirty-five-item bibliography.

704. Goldberg, Herman K.; Schiffman, Gilbert B. Dyslexia: Problems of Reading Disabilities. New York: Grune and Stratton, Inc., November 1972, 194p. [ED 071 041. Document not available from EDRS. Available from Grune and Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003 ($8.75)]

The purpose of this book is to provide an understanding of both the educational and medical aspects of reading, and to show how they are interrelated in reading disabilities. The various aspects of reading disabilities are presented in the following chapters: Introduction to the Reading Problem; Early Predictive Studies: Psychological Evaluation; Central Nervous System Dysfunction; The Role of Vision in Learning; Peripheral and Perceptual Factors; Hearing and Auditory Perception; Psychiatry and Reading Disabilities; The Role of Dominance; Genetics and Reading Disabilities; The Chemistry of Learning and Drug Therapy; and Education, Prevention,

and Remediation. Appendixes are included on How Parents May Contribute to Reading Development, and the Eye and Learning Disabilities.

705. Harris, Albert J. How to Increase Reading Ability; a Guide to Developmental and Remedial Methods. New York: David McKay Co., 1970, 570p. [ED 036 939. Document not available from EDRS. Available from David McKay Company, Inc., 750 Third Avenue, New York, N.Y. 10017 ($8.50)]

Intended for beginning students concerned with reading instruction, as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendices include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale list of 769 easy words.

706. Improving Reading Programs for Emotionally Handicapped Children. Proceedings Highlights of a Special Study Institute; Medina, New York, May 3-5, 1971, 78p. [ED 059 555]

Six speeches given at an institute on reading programs for emotionally handicapped children are presented. Jules Abrams first examines the relationship of emotional and personality maladjustments to reading difficulty. Then Clifford Kilson advocates the promotion of informal reading and the proper diagnosis of a child's reading level. A discussion of practical approaches for classroom instruction by Winton Buddington is based on the premise that the rate of practical application in the classroom is not tied to intelligence level or academic learning capacity. He advocates placing the child at the correct achievement and expectancy level, encouraging the child to learn at his own rate, and promoting both individual and paired learning. Motivation techniques covered briefly by William Davis are encouragement of a positive attitude in the child, teacher assessment of emotional problems, use of school crisis room, behavior modification, and development of better comprehension. The last paper by Joan Hyman and Gita Kornfeld focuses upon special strategy for high intensity learning based on the research finding that many reading problems result from improper teaching. The institute was sponsored by the New York State Education Department and the Orleans-Niagara County Board of Cooperative Educational Services, Medina, New York.

707. Knoblock, Peter; Johnson, John L., eds. The Teaching-Learning Process in Educating Emotionally Disturbed Children, Proceedings of the Third Annual Conference on the Education of Emotionally Disturbed Children. Syracuse, N.Y.: Syracuse University, Division of Special Education and Rehabilitation, 1967, 141p. [ED 023 235. Document not available from EDRS. Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210 ($3.00)]

The teaching-learning process for emotionally disturbed children is explored by nine conference participants at Syracuse University. The interaction analysis system developed by Flanders, and its adaptability to classroom situations faced by teachers of disturbed children, are discussed, and comments on the applicability of this system are included. General research strategies for the teacher are described, and the research activity of the Syracuse Scholastic Rehabilitation Program in the Syracuse public schools is examined. A theoretical conception of hyperactivity, and a curriculum for hyperactive children is presented; two papers provide comments. Diagnostic and programing problems of educators discussed include programing for disturbed children without a clear idea of who they are, and a framework for discovering children's learning patterns in mathematics.

708. Modalities Training File; Title III ESEA. Park Ridge, Ill.: Maine Township Diagnostic and Remedial Learning Center, 1967, 233p. [ED 033 517]

A compilation of ideas and teaching methods to be used for remediation of learning problems is presented with skills coded to four different colors of paper. Auditory skills, visual skills, and auditory-visual association (all three both receptive and expressive) are discussed, as are nonverbal skills. The stated purposes of this type of compilation are as follows: to increase the teacher's awareness of the learning process, to aid in identification of those with learning problems, to train teachers to develop and use remedial teaching and compensatory learning techniques, to create new curriculum ideas and instructional materials, and to establish a learning resource center for instructional materials.

709. Reading Methods and Problems (Handicapped Children). Exceptional Children Bibliography Series. Arlington, Va.: Council for Exceptional Children, Information Center on Exceptional Children, November 1969, 13p. [ED 036 021]

Forty-one abstracts with descriptive terms are presented, which deal with various aspects of reading methods and problems, including discussions of dyslexia, sensory impairment, teaching techniques, and physiological considerations. An author and subject index, user information, and information on purchasing either the individual document or the total collection are provided.

710. Robbins, Richard C.; and others. A Model Exemplary Clinic for Learning Disabilities; a Project of Title III, ESEA. Riverside,

Calif.: Riverside Unified School District, July 22, 1967, 83p. [ED 030 997. HC not available from EDRS. Available from Riverside Unified School District, Riverside, Calif. 92502]

To demonstrate creative methods and materials for the remediation of severe learning disabilities, to help children with these difficulties, and to train professional personnel, six teachers working in terms of two taught seven remedial classes with a maximum of twelve students, using a program designed to remediate deficiencies in the auditory, aural, visual, and motor areas. They taught basic reading skills to functional non-readers in grades 3 through 6, and they focused on reading skills with less remediation of perceptual-motor deficiencies in two elementary classes and three secondary classes. Two ten-week inservice courses presented the theory and methods of remediation. Visitors and participants answered questionnaires, and indicated that their involvement with the learning center was valuable; all classes but one made progress at the .05 level of significance in all areas of reading and spelling, and structured teacher ratings showed few changes in student attitudes and behavior. Informal comments of teachers and aides, parent questionnaire responses, and student interviews, however, indicated positive changes in the students' attitudes toward school and learning. An outline of the instructional methods and materials is included.

711. Satz, Paul; Van Nostrand, Gary K. Developmental Dyslexia: An Evaluation of a Theory. Gainesville, Fla.: Florida University College of Health Related Professions, 1971, 50p. [ED 059 557]

The paper reviews a theory advanced by Satz and Sparrow (1970), which purports to explain the nature and cause of specific developmental dyslexia, and evaluates several developmental hypotheses which are generated by the theory. The theory postulates that developmental dyslexia is not a unitary syndrome but rather reflects a lag in the maturation of the brain (left hemisphere) which delays differentially skills which are in primary ascendancy at different chronological ages. It is concluded that, instead of determining whether the primary handicap in dyslexic children is perceptual, linguistic, or both, findings suggest that the nature of the handicap will vary largely as a function of chronological age.

712. Seay, Susanna. Handbook for Special Reading Program. 1969, 40p. [ED 034 661]

A remedial program was planned for reading-disabled, third- through eighth-grade children of average or above-average general ability in Marion County, Florida, an area which has predominately rural, low income population. This handbook describes program goals, staff responsibilities, scheduling, grouping, screening, diagnosis, instruction, materials, and facilities. Appended are the following documents: referral form, home information report, sentence completion form, interest inventory, experience inventory, directionality exercises, dominance tests, and a student reading profile.

713. Simpson, Bickley. Learning Disabilities In-Service Training Kit. Matshfield, Mass.: Project Lighthouse, 1969, 179p. [ED 043 153. Document not available from EDRS. Available from Project Lighthouse, 1122 Ocean Street, Marshfield, Mass. 02050]

Included in the training kit for teachers in the area of learning disabilities are materials developed by Project Lighthouse for experimental field usage to test the materials. The problem of educating children with learning disabilities is summarized, as is Piaget's Model of Logical Activity. The major divisions of the text then deal with the areas of standardized texts (behavior rating scales, patterning, perceptual motor skills, gross motor activities); the development of language (analyses of procedures, psychoeducational diagnosis, and a concurrent reading program); and logical training, reading, and spelling (rhythm, music, therapy, mathematical reasoning). The last section also contains some teacher designed materials and techniques: bead game, crossword puzzle placement, and logical training exercises. Each section contains a bibliography. Project Lighthouse is sponsored by the USOE Bureau of Elementary and Secondary Education.

714. Smith, Carl B.; and others. Correcting Reading Problems in the Classroom. Prep-4. Washington, D.C.: USOE Bureau of Research and Division of Information, Technology, and Dissemination, 1969, 77p. [ED 034 080]

This monograph, third in the reading series of four, is directed to the classroom teacher, who is usually the first to become aware of the child's reading problems. The teacher should be able either to correct those difficulties or refer the child with more serious problems to a reading specialist. Related documents in the kit are: (4-b) "References"; (4-c) "Techniques for Classroom Diagnosis of Reading Problems"; (4-d) "Individualizing Reading Instruction"; and (4-e) "Current Reading Research for the Teacher," available from ERIC. (Related publications are ED 034 078, ED 034 079, and ED 034 081.)

715. Sparrow, Sara S. Reading Disability and Laterality. In Proceedings of the 77th Annual Convention of the American Psychological Association, 1969, 2p. [ED 038 255. Document not available from EDRS. Available from American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036]

The purpose of this study was to determine how retarded readers differed from normal readers in the various ways laterality is manifested. An additional purpose was to investigate the development of laterality as seen across several age levels. Subjects were eighty white male 9-, 10-, 11-, and 12-year-olds from regular classrooms in suburban middle-class public schools. Forty of the subjects were retarded readers, and forty were normal children at or above the expected reading levels for their ages. Each experimental subject was matched with a control on age, sex, race, social class, and performance IQ, and was tested individually on laterality

variables. These dimensions of laterality tested were (1) the sensorimotor aspects (manual preference, manual strength, manual dexterity, visual preference, controlling-eye-monocular, controlling-eye-binocular) and (2) the perceptual-cognitive aspects (finger differentiation, lateral awareness, ear asymmetry, verbal intelligence). It was found that the retarded readers differed from the normal readers on all perceptual-cognitive measures, and in the incidence of noncontrolling eye. The retarded readers also had poorer performance on lateral awareness, finger differentiation, and verbal intelligence. No difference between the groups was noted for manual laterality. Tables and references are included.

716. White, Kathleen M. Diagnosis and Remediation of Reading Retardation: A Focus on the Development of Logical Thinking. Final Report. Boston: Boston University, 1972, 76p. [ED 063 099]

To test whether training in logical multiplication would improve the reading skills of "retarded readers" (children with specific language disability, minimal brain damage, dyslexia, psychoneurological learning disability, or perceptual handicaps), this study (1) elaborated a theoretical approach to reading based on Piaget's theory of cognitive development, (2) conducted an intensive diagnostic study of four reading-retarded children, and (3) administered on a pre- and post-test basis to assess the program's effect on reading. The findings of the study indicated that some reading retardation is related to problems of a logical nature, and that even when the source of reading difficulty is perceptual or emotional, the child's progress can be furthered by strengthening logical abilities in the word attack process. (Included in this document are a bibliography of sources consulted, diagnostic information on the subjects, and the basic content of the logical training program itself.)

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